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AUTHOR	Atkinson, Marilyn; And Others
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ABSTRACT

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in home economics. Suggested activities and ideas are presented as unit plans in the following areas of home economics: family relations/family living, home management, child development, foods and nutrition, clothing and nutrition, creative home arts, and community service projects. Unit objectives, teaching procedures, resources and materials, evaluation, and comments on use are presented for each unit. Also included are activity suggestions for home economics units in a semester course called "Personal Culture". Designed mainly for girls, it deals with manners, grooming, personality, and job-related aspects of personal development. A 13-page list of suggested local field trip sites and guest speakers is given. (EC)

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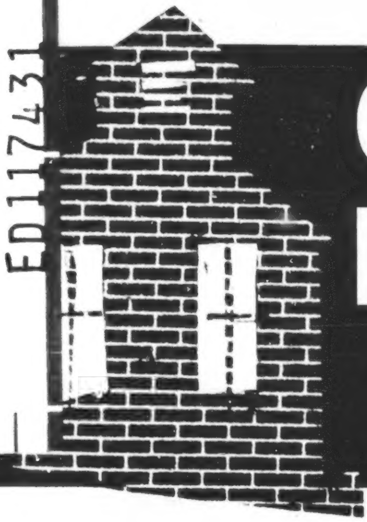

CAREER EDUCATION

Learning with a Purpose

SECONDARY GUIDE - VOL. 4

Home Economics

- Family/Community Relations
- Home Management
- Foods & Nutrition
- Clothing & Textiles
- Field Trip Sites and Guest Speakers

2

CE006078

CAREER EDUCATION PROJECT
STATE FAIR COMMUNITY COLLEGE
1900 Clarendon Road
Sedalia, Mo. 65301

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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The following is a list of the contributors and the school district each is from.

Pettis County

R-V Hughesville: Sarah Fricke

R-IV La Monte: Suzi Bybee, Siebert McDaniel, Kay Byers Sparks

R-VI Smithton: Nadine Moore, Ruth Ann Walk

R-VIII Green Ridge: Jack Chambers

#200 Sedalia: Jewell Fowler, John Meyer, Jinny O'Donnell, Jean Routszong, Selvin Royal, Skip Schulz, Rosalie Smith, Marjorie Uhr

Sacred Heart: Diane Morarity, Beth Phillips, Rick Schreck, Kathy Simones

Benton County

R-I Cole Camp: Becky Schnakenberg, William Smart

R-II Lincoln: Larry Huffman

R-IX Warsaw: Jim Armes, Alan Meyer, Terry Phillips, Darrell Schulz

Saline County

Marshall: Carl Collins, Faye Edde, Karen Hargrave, Lavinia Lile, Russ Whyte

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FOREWORD

Career education at the secondary level strives to develop the relationship between academic studies and life outside of school, to help each student to personally identify a desired life role, and to make possible the preparation necessary for fulfilling that life role.

There is no set "career education program" to be adopted by all school systems. Rather career education is a concept to be adapted to the needs of each community, each school system.

Nowhere in this guide or in any of the others in this secondary level series is there a definition of career education. So many definitions have been developed that any individual can search for--and find--the one that suits his/her purposes. The activities, ideas, and suggestions herein do reflect the concept as it has been understood and implemented by the contributors.

Our goal in preparing and compiling these materials is to provide an idea bank. You as an educator can select those suggestions that could be easily integrated into your curriculum and enhance its value for your students.

Different contributors have approached this goal with various methods. Briefly stated activity suggestions comprise the bulk of the material. However, in some instances, complete unit or course outlines are included.

Please browse through the materials to find ideas that might be integrated with your on-going curriculum. The volumes in the series and the areas covered in each are as follows:

Volume I--Art
English
Industrial Art
Physical Education
Science

Volume II--Business
Metrics
Special Education

Volume III--Foreign Language
French
German
Spanish

Volume IV--Home Economics

Volume V--Mathematics

Volume VI--Social Studies

Don't limit yourself to only one guide--you may find an idea from another discipline that you can use with only slight adjustments. We hope you enjoy the guide and would be happy to hear any comments you have on it.

Phyllis B. Sturke
Secondary Specialist
Career Education Project
State Fair Community College
Sedalia, MO 65301

Subject Area(s) Family Relations

Unit(s) Value Clarification

Objective(s):

Develop Self-Understanding
To appraise one's abilities, values, interests and personality.
To develop a personal value system.

Procedure:

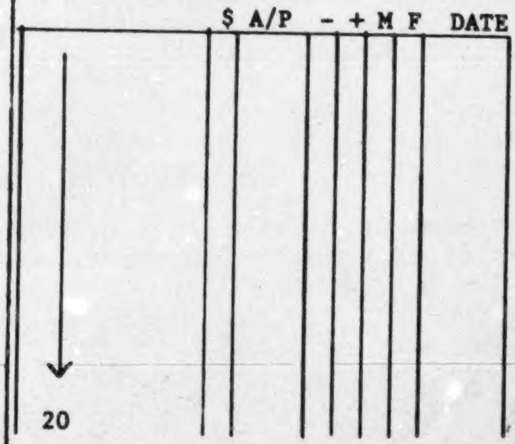
Prepare a mimeographed page for each student entitled "20 Things I Love To Do."

Give students adequate time to fill out (after giggles) assuring them that no one else will see the paper.

Mark your list by placing a/an:

Col. 1	$	by all items costing over $5 to do
Col. 2	A	by items you prefer to do alone
Col. 3	-	by items you would not have put on your list 5 years ago
Col. 4	+	by items you would not put on this list if you made it 5 years from now.
Col. 5	M	by items you think your mother would have put on this list if she had made it at your age
Col. 6	F	same as Col. 5 except for Father
Col. 7		Write the date on which you last did this.

Resources and Materials:



Values Clarification, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum

Evaluation:

Attempt to identify patterns in your "loves." Discuss changes, learnings, displeasures, etc.

Comments on use:

Students say they really begin to see the relationship between their daily lives and their values.

Rosalie Smith

Subject Area(s) Family Relations

Unit(s) Value Clarification

Objective(s):

Develop Self-Understanding
a. To realize that he/she can and must change and adapt.
b. To realize that environmental changes affect life styles.

Procedure:

Instruct students to title a paper "Baker's Dozen" and list their 13 favorite electrical appliances (either owned or desired).

Then tell them that because of the energy crisis they must do away with 3 of them, then three more, etc. until each just has 3 remaining.

Have students list the remaining appliances on the board and the narrow the whole list down to the class's concensus of 3.

Resources and Materials:

Blackboard paper
Student recorder to list all students' final 3 appliances and delete them down to 3 as they direct.

Evaluation:

Discuss needs vs. luxuries, etc.

Comments on use:

The girls are usually "silly" at first about keeping the stereo, etc., instead of lights, etc., but usually settle down soon to the serious side of the situation.

Rosalie Smith

Subject Area(s) Family Relations

Unit(s) Value Clarification

Objective(s):

Develop self-understanding
a. To appraise abilities and aptitudes, values, interests, and personality traits.
b. To understand, accept. and appreciate that each individual is unique.

Procedure:

Remember Me for Being . . .

Consider each description very carefully to determine the ones that apply to you. Check the ones that you believe are you.

___a good person
___patriotic
___successfully enjoyed
___religious
___industrious
___concerned about others
___open minded
___civic minded
___creative
___wealthy
___well born
___cooperative
___"my own man"
___easy going
___dependable
___a good mother

Resources and Materials:

Mimeographed list for each student

Evaluation:

Discuss feelings about certain terms.

Comments on use:

A brief exercise to aid students in knowing themselves.

Rosalie Smith

Subject Area(s) **Family Relations**

Unit(s) **Value Clarification**

Objective(s):

Develop Self-Understanding

a. To appraise abilities and aptitudes, values and attitudes, interests and personality traits.

b. To realize strengths.

c. To be aware of and accept limitations.

Procedure:

HOW THE SHOE FITS

Consider each description below very carefully to determine how it applies to you. Write the description at right angles to the continuum, positioning them as you think they apply to you at the present time. Do not omit any terms. Refer to the dictionary if you need vocabulary help.

gutless
determined
a class clown
procrastinator
church-goer
a loner
hard-working
rebellious
easily led
inventive
amiable
curious
reliable
spontaneous
a good daughter/son
brimming with energy
open-minded
a leader

Resources and Materials:

Prepare a continuum using 14" paper and place the 3 terms on it, spacing them as far apart as possible.

SO TRUE

WELL, SORT OF

NOT ME

Evaluation:

The exercise is self-evaluating.

Comments on use:

Students like this quick exercise.

Rosalie Smith

Subject Area(s) Family Relations

Unit(s) Value Clarification

Objective(s):

Develop Self-Understanding

a. To appraise abilities and aptitudes, values, interests and personality traits.
b. To understand, accept, and appreciate that each individual is unique.

Procedure:

In a series of lessons on value clarification use the filmstrip "Who Are You?"

Resources and Materials:

Filmstrip entitled "Who Are You?" by SVE Educational Filmstrips Foundations for Occupational Planning

Evaluation:

Follow up with "Remember Me for Being . . .?" and "If the Shoe Fits" exercises.

Comments on use:

Suitable for my type of student.

Rosalie Smith

Subject Area(s) Home Economics

Unit(s) Values

Objective(s):

To make the student aware that he may or may not place the same value on an object that his friend does.
To make the student aware that values change.

Procedure:

Pass out activity with the 16 forced choices, explain procedure.

Have class complete form.

Discuss results in class.

Resources and Materials:

16 Forced Choices, Penney's Forum, Spring/Summer, 1972. Page 24
Make copies for entire class.

Back issues of Penney's Forum are available for $1.25 from: Educational Relations, J. C. Penney, Company, Inc., 1301 Avenue of the Americas, New York, NY 10019. Corresponding tapes are also available.

Evaluation:
This is a fixed choice activity. In the class discussion, the members will discover reasons why each may not react the same in the same situation.

Comments on use:
After discussion of values, use this as a culminating activity. Penney's Forum Spring/Summer 1972 can be a good teacher's resource for teaching this unit.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Values

Objective(s):

To provide an activity where students may explore two sides of a situation and express their feelings.
To provide a situation wherein a student has an opportunity to make a value judgment.

Procedure:

Divide the class into small groups and assign the following role playing situations

a. Grandmother is critical of the way granddaughter dresses.
b. Great-Aunt Mary lives with her daughter, son-in-law and grandchildren. She has little to do with her time.
c. Grandfather goes to bed at 9 p.m. and objects to the noise made by his teen-age grandchildren.
d. You are student assistant in the school office. The secretary has given you a final exam to proofread and duplicate. The secretary does not realize it is a test for one of your classes.
e. Your parents have gone away for the weekend and have left you at home with your older sister. They have asked you not to have any friends over while they are away. Bill and John come over to the house on Saturday night while your sister is out. The boys say that they want to come in for a little while to play records and talk.
f. Two teen-age girls, Susan and Patty, have just returned from a party. Some of their friends got drunk at the party. Susan didn't drink any and Patty has accused her of being afraid to try it.

Let students practice. Present situations. Discuss conclusions reached.

Resources and Materials:
Role playing by students

Evaluation:

This activity helps the student gain from others' opinions and also gives them another opportunity to use the decision-making process.

Comments on use:

Any time you can use an activity in which students reach conclusions and/or make decisions, their experience background has been broadened.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Role of a Woman

Objective(s):
To set up a situation where students may encounter the different situations of a homemaker to provide an opportunity in which insight may be used.

Procedure:	Resources and Materials:
Divide the class into pairs; each individual in the pair be given number 1 or 2. All "1's" act out without speaking a situation in which a homemaker may find herself. The "2's" try to guess the situation. After "1's" are finished, reverse jobs and let the "2's" present a situation.	

Evaluation:
Provides an opportunity for student to use his imagination in presenting common situation.

Comments on use:
Can be a good variety activity to use on a slow week or a Friday.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Roles of Men and Women

Objective(s):

To provide an opportunity for students to explore their attitudes about male and female roles.

To provide an activity in which the students' attitudes and one of the opposite sex may differ.

Procedure:

Give each student two copies of questionnaire.

Student fill out questionnaire.

Student will have a friend of opposite sex fill out second copy (or maybe someone from a different culture or background)

Compare answers

a. Probe for reasons behind each answer
b. Try to find out what attitudes are toward men, women, stereotypes

Note any change in point of view after above comparison

Resources and Materials:

Make enough copies of questionnaire pp. 22 & 23 for entire class (2 each) Penney's Forum, Spring/Summer 1973.

Evaluation:

A good tool to get opinions from both sexes on the role of male and female.

Comments on use:

In section 3 above, it would work out better if these were in class--discussion would be more relative. This can be used when the activity that evaluates favorite TV is being done. Will last 2-3 days.

Becky Schnakenberg

Subject Area(s) Family Relations

Unit(s) Roles of Men and Women

Objective(s):

To provide a decision-making framework.
Develop an awareness of how male/female roles and behavior patterns are formed.
To help students understand how to form hypotheses and develop conclusions based on their findings.

Procedure:

Show filmstrip

Use transparencies to focus on some issues raised in filmstrip--discuss, using questions in teacher's guide.

Let students spend several days in the library researching material on social structure in different cultures or scientific experiments dealing with male/female behavior.

Students present their views to class.

Discuss.

Resources and Materials:

Filmstrip and kit

"Food for Thought--An Inquiry Approach to Human Liberation"

Thomas J. Lipton, Inc.

Overhead projector
Screen
Cassette player
Filmstrip projector

Evaluation:
Transparencies and questions are an excellent class discussion starter. They also stimulate independent thinking.

Comments on use:
This activity can be done in class while you are waiting for the evaluation of the favorite TV show. This will take about a week to complete.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Roles of Men and Women

Objective(s):

To aid in the students realization that the roles of men and women are changing.

Procedure:	Resources and Materials:
Pair up class members. Pass out questionnaire. The pairs will discuss questionnaire. At the end of class period or next day discuss the points they feel are major issues and how they feel. That evening or during the weekend discuss same questionnaire with an older adult. Next class period discuss the results they found.	Penney's Forum, Fall/Winter, 1971, pp. 14 & 15. Make copies of questionnaire for all members of the class.

Evaluation:

The different opinions from the classmate and the older adult will reveal some major attitude differences which may also change the student's attitude.

Comments on use:

This is a very good activity in which the students will find out how older people feel.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Roles of Men and Women

Objective(s):

To make the students aware of how their favorite TV program will influence his self-awareness and to express his attitude toward others.
To provide an activity for studetns to explore their attitudes about male and female roles.

Procedure:

Hand out chart to be filled out by students. Since they evaluate their favorite TV program, you may need to give them a week for this assignment.

At the given time, bring back charts and discuss in class.

The "Who Are You Today" section may need individual conferences.

Resources and Materials:

Make enough copies of chart on pp. 13 and 14, Penney's Forum, Spring/Summer, 1973.

Evaluation:

If the student is fair about his evaluation, he may realize that he did not know himself as well as he thought. It will also show him how this TV program influences his attitude about male and female roles.

Comments on use:

During the time that the students are completing the chart, continue with other activities about self-awareness and attitudes of others.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Personal Relationships

Objective(s):

To enable student to better understand himself.

Procedure:	Resources and Materials:
Let class members choose one member of the class with whom he wishes to work. Hand out questions and let students answer them. After answering questions, students should discuss them with their friend. Class discusses what insights they or their friend gained.	Copy questions on next page for each student.

Evaluation:

A good method in which to encounter inner-self.

Comments on use:

This can be used as an individual insight rather than a group project.

Becky Schnakenberg

STUDENT ACTIVITY

1. When I enter a group, I feel
2. When a group starts, I
3. When people first meet me they
4. When I'm in a new group, I feel most comfortable when
5. When people remain silent, I feel
6. When someone does all the talking, I
7. I feel most productive when a leader
8. I feel annoyed when a leader
9. I feel withdrawn when
10. In a group, I am most afraid of
11. When someone feels hurt, I
12. I am hurt most easily when
13. I feel loneliest in a group when
14. Those who really know me think I am
15. I trust those who
16. I am saddest when
17. I feel closest to others when
18. People like me when I
19. Love is
20. I feel loved most when
21. My greatest strength is
22. If I could do it all over again
23. I could be
24. I am

*Taken from FHA/HERO Action Chapter, Adivsor Newsletter, February 1975.

Subject Area(s) Family Relations

Unit(s) Wedding Plans

Objective(s):

To understand that decision-making is an integral part of personal development.
To understand that these decisions on a personal basis result from personal values and attitudes and individual personality traits.

Procedure:

Allow individuals or pairs to sign up to report back to the class on the following wedding costs (trying to get minimum, average, and maximum):
Rings
Receptions
Flowers
Cakes
Legal costs
Bride's clothing
Groom's clothing
Cost for attendants
Honeymoon costs (plans for several)

Resources and Materials:

Newspaper and magazine ads
Visits by students to local businesses

Evaluation:

Students can make personal choices from the range of materials and costs contributed by all the class members.

Comments on use:

An activity that meets with much enthusiasm.

Rosalie Smith

Subject Area(s) Home Economics

Unit(s) Family Living--Planning a Wedding

Objective(s):

To acquaint students with an occupation one can become involved with in their own home.
To help the students understand the importance of planning a wedding.

Procedure:

Make contact and set time and date.

Have Mrs. Kersick tell of scheduling wedding plans so that everything is done on time.

She will also outline her responsibilities to the bride.

Make time for questions at the conclusion of class period.

Resources and Materials:

Mrs. Velma Kersick, Cole Camp,
MO 65325
Caterer

Evaluation:

This is always a highlight of the class unit on engagement or marriage. Mrs. Kersick has pictures of "her" brides and cakes.

Comments on use:

This is used at the termination of the section on engagement in our Family Living class.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Money Management

Objective(s):

To become aware of the aid budgeting may be in managing money.
To become aware of the importance of keeping track of total credit obligations.

Procedure:

Use chapter one only: "Skills for Your Future"

Read.

Discuss chapter by filling out questions with overhead projector. Students may also wish to fill theirs out as they go along.

Resources and Materials:

Booklet: "A Date with Your Future" available from
Educational Division Institute of Life Insurance
Health Insurance Institute
277 Park Avenue
New York, NY 10017

Make transparency of pp. 16 & 17

Overhead projector
Screen

Evaluation:

An activity to introduce the availability of credit to the teen and how he should handle it.

Comments on use:

One of many tools one can use to teach money management. This whole booklet may be used to build an entire unit.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Money Management (Banking)

Objective(s):

To acquaint students with the services offered by banks.

Procedure:

Contact local banker, set date, and discuss areas to be covered during this visit to class.

Presentation by banker to class.

Provide time for students to ask questions.

Resources and Materials:

Banker in local area or Robert Gerken, Citizen's Farmer Bank, Cole Camp, MO

Occasionally he will bring a film or other educational materials offered by the Missouri Banker's Association.

Evaluation:

A first-hand experience with a businessman in the community helps bring the students' awareness of services into reality for him.

Comments on use:

Question— answer period after banker's presentation will clear up many misconceptions about banking. It also makes the students aware of how their bank aids the community.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Money Management (Credit)

Objective(s):

To give the students experience filling out credit applications.

Procedure:

Use a transparency of a credit application with an overhead projector.

While filling it out with the class helping, give suggestions and explanation about the answers requested.

Give class copies of credit applications to fill out. This can be done independently after class as homework or during a class period.

Resources and Materials:

Credit applications

These can be secured from banks, department stores or finance companies. They are very easily run through a copy machine.

Overhead projector

Transparency of credit application

Screen

Evaluation:

After filling out one credit application, others will be easier in the future if the student needs to apply.

Comments on use:

This can be an activity used at the conclusion of study of different types of credit. Interest rates and how to figure is very important here too. Charge cards may also be added to the discussion. Abuse of credit may also be listed.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Money Management (Insurance)

Objective(s):

To review services offered by an insurance agent.

Procedure:

Make contact with insurance agent, set date and time for visit to class.

On date set, agent will review services he offers and policies on issuing insurance.

Have time for question/answer period at the end of class.

Resources and Materials:

Resource person: Insurance agent
Jim Otten, Cole Camp, MO, has provided service for our class.

May need projector and screen if agent brings film.

Evaluation:
This is a good way to conclude a unit on insurance.

Comments on use:
After the class has studied insurance, an insurance agent's visit to class can cap off this study by relating experiences with clients and advising students with first-hand information.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Insurance (Life)

Objective(s):
To provide an opportunity to learn about the different basic types of life insurance policies.

Procedure:

Present flannelgraph.

Pass out "Basic Life Insurance Policies" C-851 and let students read.

Discuss.

Use question bulletin C-857 and take self test part 2.

Resources and Materials:

Materials available from your local University Extension Center Bulletin "Basic Life Insurance Policies" E-851 and lesson questions Bulletin C-857

Available on loan basis from Mary L. Johnson, Family Economics Specialist, 18A Gwyn Hall, University of Missouri, Columbia, MO 65201, visual kit for flannelgraph presentation "A Look at Family Finance . . . Young Couples, Money and Their Life Insurance," "A Look at Family Finances . . . At Retirement"

Evaluation:
One in a series of lessons that let students self-evaluate their learning.

Comments on use:
This is one of many activities that one can use on teaching life insurance.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Insurance (Life)

Objective(s):

To provide an opportunity to know what the purpose of life insurance is.
To show how life insurance is a protective device.

Procedure:	Resources and Materials:
Show slides available through extension division. Pass out bulletin - Part 1, "Purpose of Life Insurance." Students then need to fill in the questions in the question bulletin.	Lesson questions for "Families Talk it Over" University of Missouri Extension Bulletin C-857 University of Missouri Extension Bulletin, C-850 Available on loan basis from Mary L. Johnson, Family Economics Specialist, 18A Gwyn Hall, University of Missouri, Columbia, MO 65201 is a set of slides.

Evaluation:
A good way for the students to evaluate their own knowledge about the purpose of life insurance.

Comments on use:
This is one of many activities that one can use in teaching life insurance.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Insurance (Life)

Objective(s):
To provide students with basic guides for buying life insurance.
To become acquainted with terms associated with life insurance.

Procedure:

Let each student have a sample copy of a life insurance policy and a copy of the extension bulletin.

Go through policy and fill out questions found in the bulletin.

Conclude by discussing the important conclusions reached by the students.

Resources and Materials:

University of Missouri Extension Circular 808, radio tape that is also correlated with video-tapes, news articles are also available.

Above materials are available from the Agriculture Editor's Office 1-98 Agriculture Building
University of Missouri, Columbia,
MO 65201

Samples of life insurance policies.

Evaluation:

When students reach their own conclusions about a topic, their knowledge will be longer lasting.

Comments on use:

This may be one of the many activities used in conjunction with the study of life insurance.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Insurance (Life)

Objective(s):
To aid the students in ways to shop for life insurance.
To figure out how to program life insurance to meet the student's needs.
To inform the students about common mistakes in buying life insurance.

Procedure:

Pass out bulletin C-853 and let students read, After discussing, take test, part 4.

Follow above procedure for remaining two bulletins, using test 5 and 6.

Resources and Materials:

Materials are available from your local University of Missouri Extension Center.
Bulletin C-853 "Shopping for Life Insurance"
C-854 "Common Mistakes in Buying Life Insurance"
C-857 "Lesson Questions"

Evaluation:

After completion of these three bulletins, the student should have a wide background on life insurance.

Comments on use:

By using this series of six extension bulletins, the student should receive a fairly good background in the subject "Life Insurance."

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Insurance (Life)

Objective(s):
To provide an opportunity for the student to become knowledgeable about life insurance policy variations and provisions.

Procedure:
Show filmstrip "Partners Talk it Over."

Pass out extension bulletin C-852 and let students read.

Discuss reading in relation to filmstrip.

Self-evaluation extension bulletin C-857, part 3.

Resources and Materials:
Materials available from your local University of Missouri Extension Center
C-852 Policy Variations and Provisions
C-857 Lesson Questions
Secure Institute of Life
Filmstrip "Partners Talk It Over" from Mary L. Johnson, Family Economics Specialist, 18A Gwyn Hall, University of Missouri, Columbia, MO 65201

Evaluation:
This source of information is well-written and easy to understand.

Comments on use:
This is one of many activities that one can use in teaching life insurance.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Housing (Searching for)

Objective(s):

To expose the student to the type of things that would be discussed between prospective tenant and owner of an apartment before renting.

To make the student aware of things he should find out before renting an apartment.

Procedure:

Divide the class into pairs.

Set up role playing situation

a. One would be owner; other prospective tenant
b. Each student participating plays his role
c. Give about 5-10 minutes for students to set up situation and practice

Present situations.

After each or after all have been presented discuss:

a. What should have been discussed between the two?
b. Good points to remember.

Resources and Materials:

An apartment manager could be invited to work with the class on this activity.

Evaluation:

A good way to expose students to the type of individuals that are owners of apartments and how to deal with them.

Comments on use:

Can be used after the activity on the classified ad on apartments.

Becky Schnakenberg

Subject Area(s) Family Relations

Unit(s) Housing (Searching for)

Objective(s):
To help students understand advertisements of available housing.
To aid the students in reading advertisements.

Procedure:	Resources and Materials:
Use overhead projector and transparencies a. Class compare and discuss advertisements b. Draw conclusions Class members use their classified sections. a. Select one or two that appeal to them. b. Read to class and explain why they would want to look at the apartment.	Classified section of current newspaper Overhead projector Have transparency made using sample newspaper ads on apartment rentals

Evaluation:
A good way to exercise decision making process under supervision.

Comments on use:
Can be used in a unit on buying or renting housing.

Becky Schnakenberg

Subject Area(s) **Family Relations**

Unit(s) **Housing (Apartment Leases)**

Objective(s):
To acquaint students with terms associated with housing leases.
To convey the importance of understanding the terms before signing the lease.

Procedure:

Go over jargon used in apartment leases.

Go over sample leases and discuss desirable and undesirable terms.

Divide class into groups of two or three.

Hand out sample leases.

Have class go over leases and report on desirable or undesirable features and also state why or why not they would sign the lease.

Resources and Materials:

Sample leases for total class

Overhead projector
Screen
Transparencies
Lease terms
Sample leases

Evaluation:
Good way to give the students the experience in lease terms.

Also a good method in which they may use their decision making techniques.

Comments on use:

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Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Money Management-Mortgages

Objective(s):

To get the students to reason out a problem.
To give students a formula that will help them figure out the true interest rate.

Procedure:

Play student prepared tape.

Discuss the situation.

Figure out the best answer using transparencies and overhead projector with true interest rate formula.

Resources and Materials:

Material for transparencies in "Teacher's Guide to Financial Education" from the Department of Home Economics, National Education Association, pp. 6-18. This booklet is also a good source of resource information for the teacher.

Overhead projector
Screen
Make a tape with the students portraying scenes in above booklet.

Evaluation:

A good way to show how math or pushing a pencil can help one make a decision.

Comments on use:

Generally seniors will see the good of this activity more easily than underclassmen.

Becky Schnakenberg

Subject Area(s) Family Living

Unit(s) Money Management (wills)

Objective(s):
To give the students a knowledgeable background on why it is important to secure a lawyer for writing a will.

Procedure:

Invite lawyer, discuss what you think needs to be covered, set date.

Introduce guest speaker, turn class over to him.

Have time at the end of period for questions.

Resources and Materials:

Lawyer
Mr. Leon Stelling, Cole Camp, MO
65325

Any one from the Missouri Bar Association--sometimes they have very good pamphlets and films available.

Projector
Screen

Evaluation:
A person involved in the law profession has more lasting results discussing wills in one class period than the teacher in a week's time.

Comments on use:
We have always covered reasons for writing wills and items that need to be in one before inviting the lawyer.

Becky Schnakenberg

Subject Area(s) Family Relations

Unit(s) Major Teen Problems

Objective(s):

To help the student see himself/herself as capable of determining the course of his/her life.

To learn to consider the effects decisions have on others.

Procedure:

Contact Mrs. Charlene Hendrickson at the Mid-Mo Mental Health Center and make arrangements for her to speak to the class on the services offered by the Center and talk with teens on solving their major problems.

Resources and Materials:

Mid-Mo Mental Health Center
Mrs. Charlene Hendrickson, Youth Psychologist

Evaluation:

Comments on use:

Excellent resource person. Students quickly relate to Mrs. Hendrickson's presentation.

Rosalie Smith

Subject Area(s) Family Relations

Unit(s) Family Legal Matters

Objective(s):

To help the student see himself/herself as capable of determining the course of his/her life.

To learn to consider the effects decisions have on others.

To understand the nature of consequences of one's own actions for others.

Procedure:	Resources and Materials:
Contact the Pettis County Bar Association for an attorney to speak to the class on family legal matters. Allow time for questions and answers.	James Durley and Craig Cassing have spoken to my class and I highly recommend each.

Evaluation:

Comments on use:

A valuable class period.

Rosalie Smith

Subject Area(s) Home Management

Unit(s) Decision-Making (Wants vs. Needs)

Objective(s):

To stimulate thought.
To become more aware that money is a resource.
To become aware that thinking may save work.

Procedure:	Resources and Materials:
Discuss the decision-making process.	Penney's Forum, Fall/Winter 1969, pp. 14-15 Use as teacher resource "wants vs. needs"
Let class suggest ways of using it.	Extension Circular 694 "Is There a Better Way?" Decision-making or the management process—either duplicate these or have enough for the whole class.
Divide class into groups of 2, 3, or 4 for role playing situation. Give class a "wants vs. needs" situation. Let them work it up for about 5 minutes.	
Present role playing situation to class.	
After they have finished, discuss alternatives and decide whether or not decision was a good one.	

Evaluation:
Giving the students a first hand opportunity helps them gain confidence in using the decision-making process. They will more than likely use it again in the future.

Comments on use:
We use this when studying money management. It can also be used in relation to choosing nutritious foods or deciding what kind of a dress to make in clothing class.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Choosing an Apartment

Objective(s):

Students will acquaint themselves with several types of apartment floor arrangements. Students will be given information so that they may make judgments concerning the choice of apartments.

Procedure:

Select several floor plans of apartments and show to class using an opaque projector.

Students will comment on good and bad features of each.

Descriptions of the apartment such as: types of heating, rent, furniture if any, bathroom facilities, condition, upkeep, etc. will be read after the floor plans are discussed.

Class will determine which apartment they would select and why.

Resources and Materials:

Various floor plans and descriptions of apartments
Opaque projector

Evaluation:

A structured activity of this nature in the classroom can give the students some experiences upon which they can base future judgments when apartment hunting.

Comments on use:

Previous to using this activity, give the class information on features for which to look when apartment hunting.
The last activity can either be a written assignment or can be discussed orally in class.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Money Management (Managing Resources)

Objective(s):

To give the students experience making decisions.
To give the students some experience in managing resources.

Procedure:

Hand out case studies.

Let students read them.

Fill out analysis sheet.

Discuss case studies and students' results of the analysis sheet.

Resources and Materials:

Penney's Forum, Fall/Winter 1969

pp. 6-12 Case studies of families using resources
Run off case studies, pp. 6-7 and analysis sheet, p. 12

Evaluation:
Case studies often add to the students backing of experience information which may be helpful in solving problems in later life.

Comments on use:
This may also be done as committee work.
This whole issue of Forum is full of ideas for teaching the management of resources.

Becky Schnakenberg

Subject Area(s) Home Economics

Unit(s) Home Management (Budgeting)

Objective(s):
To make the teenager aware of the need to budget money
To establish an awareness that the teenager has an influence in the market place

Procedure:

Interview a boy and girl from each high school class (total of eight students)

Questions to be asked:
a. About how much money did you have last year?
b. From what source does your money come?
c. Do you save any money?
d. For what do you spend most of your money? (At least 3 items)

Compile results

Resources and Materials:
Paper
Pencils

Evaluation:

A good source to point out how much money a teenager in your local situation has. Excellent tool to make a teen see how influential they are in marketing and also show them the earning or "gimmie" power of the teen.

Comments on use:

We found out in 1969 that our teenagers had a range of $1 - $6,000 in one year. This is an eye opener. You may even be surprised!! Rural areas offer fewer teen jobs but their money comes from areas such as prize money at fairs, etc.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Money Management

Objective(s):

To make the students aware of how money can cause marital problems.
To make students aware of good money management procedure.
To develop an understanding of the function of credit in our economy.

Procedure:

Use booklets as basic reading assignments.

Discuss at the end of each chapter.

There are tests at the end of each chapter that can be used as self-evaluation.

Resources and Materials:

Family money management counseling kit
Prepared by Carl F. Hawver, Ph.D.
Educational Services Division,
National Consumer Finance Assoc.
1000 Sixteenth Street, N.W.
Washington, DC 20036

Enough copies of the following for the whole class:
Basic Principles in Family Money and Credit Management and
Money and Your Marriage

Evaluation:

The material used in this kit is very simple and easily understood.

Comments on use:

There are also films available that can be used with this; "Personal Financial Planning" & "The Wise Use of Credit"

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Money Management

Objective(s):

To develop an understanding of finance in our economy.
To develop basic rules about how credit is used.
To develop a sense of good money management processes.

Procedure:

Introduce activity and take pre-inventory test.

Show film "The Littlest Giant."

Distribute panel material--let students present after looking over material. Let others develop their radio program using tape recorder and script.

A guest lecturer may also be secured.

Achievement tests can be used to record student's progress.

Resources and Materials:

Consumer Finance Teacher's Kit

Educational Services Division
National Consumer Finance
Association, 100 Sixteenth St.,
N.W., Washington, DC 20036

Pre-study inventory test--"His, Hers, and Theirs Family Budget Guide"
"Yesterdays, Todays, and Tomorrows"--panel speeches
"Who Gets Credit"--radio speeches
"Basic Principles in Money Management and Credit Management" "It's Your Money"
Film: "The Littlest Giant"
All above provided free
D-Master or Projector
Tape Recorder

Evaluation:

This is excellent material that can be adapted to classroom purposes other than that for which it was intended.

Comments on use:

A week is suggested in the teacher's guide; however, this material may also be incorporated into another unit or activity.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Banking

Objective(s):

To provide information on what a bank is.
To inform the students about the types of services offered by banks.
To make students aware of how banking is essential to our economic system.

Procedure:

Assign each chapter in booklet. Let student read.

At conclusion of each chapter, students should answer the questions.

At conclusions of chapter role playing situations or panels may aid in discussion.

Resources and Materials:

"You, Your Money and Your Bank"

Missouri Banker's Association
P.O. Box 1096
25 South 8th Street
Columbia, MO 65201

Evaluation:
This booklet is very well written and easy to follow.

Comments on use:
This activity may be used in conjunction with films and filmstrips available through Missouri Banker's Association. A companion booklet, "Using Bank Services," is available through the American Bankers Association and may also be used.

Becky Schnakenberg

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Subject Area(s) Home Management

Unit(s) Our Valuable Papers

Objective(s):
To encourage students to keep a record of valuable papers.
To encourage recordkeeping in general.

Procedure:

Go through circular 705 and discuss types of information needed and why it is important to keep records of this information.

From the information compiled in class, students should begin filling out blanks.

Circulate to help when necessary.

Finish rilling out at home.

Next day discuss completed form and decide upon a good place to keep this record.

Resources and Materials:

University of Missouri Extension
Circular 705
"Our Valuable Papers"
Duplicate this circular or have enough copies for entire class

Evaluation:

This activity will impress the students with the importance of keeping a record of vital family information.

Comments on use:

Use at conclusion of wills, credit, money management, units in family living.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) How to Secure Utilities and Begin Deliveries

Objective(s):

To let the students discover how to go about securing utilities and starting deliveries when getting a new apartment.

Procedure:

Divide group into groups of two. Give role playing assignments.

a. How to secure a telephone
b. How to get gas turned on
c. How to get electricity turned on
d. How to secure a post office box
e. How to start paper delivery
f. How to start milk delivery

Role play above situations with five minutes preparation time

After each situation is presented, open class for discussion. During discussion the class should reach a method upon which to secure utilities and discover where to go to get them.

Resources and Materials:

Role playing

Evaluation:

A method that lets the student discover a method of getting a task accomplished stays with them longer than if you told them how to do it.

Comments on use:

Introduce activity after class has selected their apartment.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Household Inventory

Objective(s):

To inventory parents' home for:
tax purposes
insurance purposes
To make the students aware of an important household activity.

Procedure:

Pass out Extension Bulletin 708 and explain procedure of filling it out.

Discuss reasons for keeping a household inventory.

Resources and Materials:

Material available at your local University of Missouri Extension Center
University of Missouri Bulletin 708

Evaluation:

A good method of keeping complete household records, organized room by room.

Comments on use:

Be sure to give students plenty of time to fill this. Their mother and dad may wish to help because they may wish to keep it when it is done. Information should be kept confidential.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Interior Design

Objective(s):
To make students aware of careers available in the housing industry (interior)
To acquaint the students about the type of training that one needs for specific areas of the interior housing industry.

Procedure:	Resources and Materials:
Show the four filmstrips and play tapes that accompany them. After each presentation, discuss the filmstrip.	Butterick Filmstrip Kit Careers in the Housing Industry: Interior Projector Tape player Screen

Evaluation:

Very up-to-date material; it has many more possibilities.

Comments on use:

I used this kit as an awareness tool; however, the kit has other good activities that can be used in conjunction with it.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Housing & Home Furniture

Objective(s):
To let the students see other people's houses.
To build their experience background upon which they may make judgments.
To listen to other people even though their opinions may differ.

Procedure:

Contact a homemaker in your area and ask whether or not your class can come see her house.

Have her show class through home giving comments on her ideas about arrangements, colors and why she did the things she did.

Upon returning to class, discuss trip.

Have students write a paper on what I would change if I owned the house and what I liked about the house.

Resources and Materials:
Homemaker and her home

Evaluation:
This is an excellent situation in which to expose students to other peoples' tastes and why they chose to do things the way they do. It also builds their experience background.

Comments on use:
I use this to let my students gain experience in seeing what other people do with their homes. This is done in relation to their major project in housing and home furnishings in which they design a home from floor plans to choosing paint, furniture, draperies, flooring, paneling for their home.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Money Management (Taxes)

Objective(s):

To become acquainted with the federal income tax forms.
To gain experience filling out the federal income tax forms.

Procedure:	Resources and Materials:
Make visuals. Distribute student textbooks. Read and discuss chapters. Work problems. After workbook is finished, give students an income tax form and let them complete the project at the end of their workbook.	The teaching taxes program for current year available from: Teaching Taxes Coordinator, Internal Revenue Service, Kansas City or St. Louis Teacher's guide contains large wall chart of income tax form and several pages from which you can make transparencies. Projects for students are outlined. Enough workbooks for class.

Evaluation:

This is a very complete set of free materials to use in teaching taxes.

Comments on use:

Use as teacher's guide indicates or make adjustments for your own particular class needs.

Becky Schnakenberg

Subject Area(s) Home Management

Unit(s) Housing for the Elderly

Objective(s):
To acquaint the students with activities of the community on housing projects for the elderly.
To show the students what type of house plans would be available.

Procedure:	Resources and Materials:
Contact contractor and set date for him to come to discuss housing for the elderly project.	Mr. Ervin Borchers, Borchers & Heimsoth Construction Co. Cole Camp, MO 65325
During his presentation, he will show slides of housing projects that have been done throughout state. These will include floor plans also.	Slide projector Screen
Plans of the fund-raising project will also be outlined.	
Make time at end of period for questions.	

Evaluation:
This is an excellent way of informing students of community projects. This may also be a way of getting them involved.

Comments on use:
I will be using this in conjunction with my housing and home furnishings class. We also plan to use it in FHA since their major project is teen-community relations.

Becky Schnakenberg

Subject Area(s) Child Development

Unit(s) Career Opportunity

Objective(s):

To develop awareness in activities that are being researched in the area of child learning activities.
To provide an opportunity to observe the activities or a home economist in action.

Procedure:	Resources and Materials:
Contact Mrs. Olsen and set up date.	Diane Olsen, Child Development Specialist, University of Missouri Extension Center, Stockton, MO
Prepare class and give a little information on her activity before she comes.	
Mrs. Olsen conducts class.	Videotape machine
Discuss how students can use information in the area of child development on the following day.	

Evaluation:
This is a good awareness activity to inform students on how mothers can help pre-school children learn or raise their level of understanding before entering kindergarten.

Comments on use:
Mrs. Olsen directed one of the five areas of study in the state of Missouri. She directs a toy lending library in which mothers are trained in how to use "Montessori type" activities with pre-schoolers.

Becky Schnakenberg

Subject Area(s) Child Development

Unit(s) Toy Selection

Objective(s):

To consider an activity type teaching method as a way to aid children in learning.
To develop criteria on selection of educational toys.
To learn to construct inexpensive educational toys.

Procedure:

After study on the Montessori method, let students select a learning toy to construct.

Use several class periods constructing toy.

Make arrangements with kindergarten teachers for students to come to their class and work with a group of children and the toy they have made. Toys will be left with kindergarten teachers to use.

After the above experience, develop with the students criteria to use in the selection of educational toys.

Resources and Materials:

A book on Montessori activites and how to make them.

Evaluation:

This is an activity which will involve students in thought and with their hands. Through this they will, in turn, be more selective of toys.

Comments on use:

Before this activity, review the Montessori idea and activities used in this method of teaching. Follow-up activity after visit from Diane Olsen, University Child Development Specialist.

Becky Schnakenberg

Subject Area(s) Child Development

Unit(s) The Child from 5-6

Objective(s):
To let the students observe and evaluate the physical, mental and social growth of a 5-6 year old child.

Procedure:	Resources and Materials:
Make arrangements with kindergarten teacher for class to observe in kindergarten. Make assignment for each student to make the following observations on one or more children and turn in a written report on the following areas of development: a. physical b. mental c. social After written reports have been handed in, have an oral discussion.	Observe in kindergarten

Evaluation:
A good way to compare charts of growth and development with real children. Also gives the student an insight to the duties of a kindergarten teacher and aide.

Comments on use:
This is a welcome change from normal classroom procedures.

Becky Schnakenberg

Subject Area(s) **Foods and Nutrition**

Unit(s) **Beginning Foods**

Objective(s):

To compare and evaluate food products.
To learn to figure cost per serving.
To understand the value of each individual's role in the performance of different tasks in relationship to the whole of the world of work.

Procedure:

Select 3 "instant" chocolate milk products. Prepare these using 3 different forms of milk (whole, 2%, and a mixture of whole milk and non-fat dry).

Have "tasters" select best-tasting one.

Figure costs on all.

Resources and Materials:

3 "instant" chocolate milk drinks
Whole fresh milk
2% milk
Non-fat dry milk
Necessary kitchen equipment
2 oz. paper cups

Evaluation:

Comments on use:

I use this as the first lab lesson in beginning foods when I don't want much of the classtime devoted to preparation. This gives adequate time for planning procedures and learning about the kitchens.

Rosalie Smith

Subject Area(s) Foods and Nutrition

Unit(s) Consumerism

Objective(s):

To help the student develop effective decision-making skills, basing decision on understanding, knowledge, and information available to him/her.

Procedure:

I use six different basic or well-advertised food items because I have six kitchens in our food lab. Each kitchen selects a food item (as fresh fryers, ground beef, bananas, red potatoes, etc.). Then the group (each kitchen) selects one and figures the advertised prices. They use grocery ads from our local paper for 3 consecutive weeks and must find the item in 3 grocery ads in each paper. They find the high, low, and average price. I also use this lesson to interpret some of the advertising, especially the adjectives used so much in food advertising such as fresh, country, pure, choice, etc.

Resources and Materials:

Grocery ad sections from the Sedalia paper.

Evaluation:

Material may be used in figuring cost per serving or in a study of the food budget.

Comments on use:

Students see advertising in a different light.

Rosalie Smith

Subject Area(s) Foods

Unit(s) Kitchen Planning and Equipment

Objective(s):

To help the student develop effective deision-making skills, basing decisions on understanding, knowledge, and information available to him/her.

Procedure:	Resources and Materials:
At about the end of our unit on Kitchen Planning and Equipment, I allow individual students or pairs to select specific items of major kitchen equipment (or furnishings) for further study. Some requirements for the project are to visit at least 2 businesses handling this item develop some visual materials on the item, and present the entire study to the class.	Local businesses Illustrative materials--procured or made

Evaluation:

Test over all equipment.

Comments on use:

Practical and useful, especially for the seniors.

Rosalie Smith

Subject Area(s) Foods

Unit(s) Table Setting

Objective(s):

To understand that personal choices result from values and attitudes and individual personality traits.
To understand and identify his/her life-style.

Procedure:

Show each filmstrip and follow with display of department collections and discussion.

Have students make selections of crystal and glassware, silver tableware, china, pottery, etc., through magazine advertisements, brochures from companies, and visits to stores.

Have students relate personal choices to personality traits and life-style preferences. Each student might make a poster of chioces and have other students guess whose each is, giving reasons for their choices.

Resources and Materials:

Filmstrip projector
Filmstrips, "The Crystal Touch" by Fostoria Glass Co.
"The Sterling Silver Way" by the Sterling Silversmiths of America
"Tableware--Themes and Variations" by American Cyanamid Company
"The Making of Fine China" by Lenox, Inc.
Department collections:
  Crystal and glassware
  Silver tableware
  China, pottery, etc.

Magazine advertisements
Visits to stores that sell these items

Evaluation:

I test over all table appointments.

Comments on use:

These are used in transition from foods work to interior design.

Rosalie Smith

Subject Area(s) Foods & Nutrition

Unit(s) Meats

Objective(s):

To acquaint students with some of the jobs of a butcher.
To show how meat is cut and wrapped in a grocery store.

Procedure:

Call supermarket owner and/or manager to arrange a date for advanced foods class to come to the store for a meat-cutting demonstration

a. Discuss with him what you have covered in class
b. Jointly reach a conclusion of what he should discuss and show students

Some PR work can be done by calling local paper for pictures or writing an article for the paper to be run after the visit is made.

After returning to school, evaluate and discuss trip.

Resources and Materials:

Meat department of a supermarket

Evaluation:

This is a very good way for the students to see the beef carcus cut for the consumer. The line on the beef carcus' picture in their text becomes more real to them. They are also amazed at the quickness of the butcher.

Comments on use:

Used at the conclusion of our meats unit before we start cooking.

Becky Schnakenberg

Subject Area(s) Foods and Nutrition

Unit(s) Foods Careers

Objective(s):

To provide an opportunity to visualize themselves in their chosen careers.

To give students an insight into what is necessary in preparing for their chosen field.

Procedure:

Have students go through magazines and collect pictures that identify their preferences in a career.

Pictures could reflect the following:

a. What type of schooling or training needed.
b. Where can you get it? What will you learn?
c. What kind of work environment would you like?
d. What would you be wearing to work?
e. Where will your work be located?
f. Where will your home be?
g. What will your home look like?
h. What kind of leisure activities are in your future?
i. If marriage and children are in your picture, will there be room for other things?

When students are completed with their collages, have them share and compare with each other.

Encourage students to redo and up date their collages in the future.

Resources and Materials:

Old magazines

Evaluation:

A unique way of presenting an idea--it gets away from written work--enter in creativity!!

Comments on use:

This could also be a good class type activity for a bulletin board.

Becky Schnakenberg

Subject Area(s) Foods and Nutrition

Unit(s) Quantity Cookery

Objective(s):
To give the students first-hand information on the operation of a large kitchen.
To make the students aware of the scope of planning and quantity of foods used in the school lunch program.

Procedure:

Discuss with head cook the activity. Get her to come to class and discuss with the students what is involved in planning and preparing of the school lunch program. The next day after the head cook has been to the classroom, take the class to the school kitchen to observe quantity food preparation.

Resources and Materials:

School's head cook
School's kitchen

Evaluation:

A good way to get the students to see what goes in to the planning of school lunch program and preparation procedures used.

Comments on use:

Maybe an apprenticeship could be arranged so that the students could work one or two days in the kitchen.

Becky Schnakenberg

Subject Area(s) Foods and Nutrition

Unit(s) Quantity Cookery

Objective(s):
To become involved in planning and cooking a meal for 20-25 persons.
To become involved in the proper serving procedure.
To become aware of the planning and preparation needed to prepare a meal for a number of people.

Procedure:

After date of all day board meeting is set, the students begin planning menu, serving methods and table service.

Invitations are sent to the Board of Education and the administration a week before the meeting.

Market orders and plan sheets are filled out.

Advance preparation is made.

Day of meeting, students are dismissed from several of their classes before and after noon, so they can do their last minute preparations, serving and clean up.

Resources and Materials:
School board and administration

Evaluation:
This is a good p.r. project for the home economics department.
The students know after the meal has been served and the mess cleaned up, what it takes to serve a meal with a large number of people.

Comments on use:
Our school has an all day meeting of the school board in January. This is an annual project that the advanced foods class carries out. The students also realize that a lot of last minute preparation activities should be avoided.

Becky Schnakenberg

Subject Area(s) Foods

Unit(s) Marketing

Objective(s):

To learn to use newspaper ads for direct comparison of food prices.
To aid in the planning of weekly menu in order to get the most for the food dollar.

Procedure:	Resources and Materials:
Outline how to go about scanning ads. Determine whether or not one will shop in one, two, or three stores. Plan weekly menu keeping "Basic Four," items on hand, storage space available, and likes and dislikes of family in mind. Make up shopping list after planning has been made and recipes gathered.	Current daily paper containing weekly food specials

Evaluation:
Students will find how this method of planning will save time in preparing and shopping for food as well as money.

Comments on use:
To be used after menu planning has been discussed. Also organizing your shopping list may have been discussed. Caution that driving from one store to another may not save much if gasoline is figured as an expense.

Becky Schnakenberg

Subject Area(s) Foods & Nutrition

Unit(s) Foods Service Careers

Objective(s):

To aid in the preparation of students to be competent waitresses.
To give special help in the health regulations of food handling in Missouri.

Procedure:

Write letter to the State Department of Health in Jefferson City and set up a date.

After date has been set, discuss plans with administration.

Excuse students for special half-day training session.

Set up room.

After training session, write thank-you notes and follow-up with news article in local paper.

Resources and Materials:

Missouri Public Health Department (Food service handling)

Evaluation:

Excellent source of training for students--very complete and tells them "How it is."

Comments on use:

This does take a half a day; so special arrangements will have to be made to excuse students from class and also an extra room for training session--or send your classes to study hall.

Becky Schnakenberg

Subject Area(s) Home Economics

Unit(s) Foods and Nutrition (Cost per Serving)

Objective(s):
Students will
1. Break down cost per serving so that more accurate food costs may be compared.
2. Determine that sometimes mixes or prepared foods may be more inexpensive than "from scratch" foods.

Procedure:

In foods lab prepare biscuits* using
a. "from scratch" method
b. mix
c. canned

Each unit compute cost per serving.

Evaluate results--compare
a. cost
b. taste
c. appearance
d. time in preparation

Reach a conclusion.

*Other foods may be used

Resources and Materials:
Biscuit mix
Canned biscuits
Ingredients for biscuits
Kitchens

Evaluation:
Good way to encourage students to use cost per serving as an aid in determining the cheapest food to serve and to determine unit size in the supermarket.

Comments on use:
Students will also determine that not always is the "from scratch" method the cheapest. An elementary lab as above may be used for freshmen with the same idea being used in more advanced classes with complete meals.

Becky Schnakenberg

Subject Area(s) Clothing & Textiles

Unit(s) Grooming

Objective(s):

Developing General Life Skills

a. To understand what affects his/her life-style.

b. To understand that one's values and beliefs are based on past and present experience.

Procedure:

Cover appropriate clothing for particular occasions.

List appropriate grooming and clothing rules for applying for a job.

List "don'ts" in grooming and clothing selection when applying for a job.

Resources and Materials:

Material on grooming and appropriate clothing in any of several home economics texts.

Articles from periodicals on grooming and clothing selection.

Evaluation:

Give objective test over the activity.

Comments on use:

A favorite subject with most girls.

Rosalie Smith

Subject Area(s) Clothing

Unit(s) Grooming

Objective(s):

For the individual to recognize, understand, and utilize his/her skills, aptitudes, and interests in seeking employment and making a career choice. For the student to develop a realistic self-concept.

Procedure:

Have students select partners for skits or role-playing. Act out salesperson-customer parts on such difficult questions as:

a. Customer who needs size 16 but sees herself as a 10.
b. Customer who desires an unbecoming color.
c. Customer who desires a "clingy" knit, but says it isn't becoming--and is right.
d. Customer who desires a garment that requires many difficult alterations.

Resources and Materials:

Fashion ads from newspapers and magazines

Opportunities in Clothing by McDermott and Norris, pp. 163-73.

Evaluation:

Testing on line, color and principles of design.

Comments on use:

Students see the problems of salespersons and hopefully are better customers.

Rosalie Smith

Subject Area(s) Clothing

Unit(s) Grooming

Objective(s):

To help the student develop a realistic self-concept.
To help the student be aware of and accept limitations.
To help the student achieve and maintain a feeling of self-worth and respect.

Procedure:	Resources and Materials:
Call the Sedalia School of Hairdressing. Make arrangements with Mrs. Fran Branson to visit the Home Economics I classes with a group of her students. This group gives an excellent program on general grooming with emphasis on hair care. Our students may volunteer to be models for parts of the demonstration.	Sedalia School of Hairdressing Mrs. Fran Branson Several students and models

Evaluation:

One of the best activities combining a specific lesson and career education.

Comments on use:

My beginning students like this, and we have also used it as a FHA program.

Rosalie Smith

Subject Area(s) Clothing & Textiles

Unit(s) Grooming

Objective(s):

To inform students of occupations available through the field of modeling.
To expose the students to good grooming and why it is important.

Procedure:

Set up time and make arrangements with Wendy Ward to come to your class.
Discuss with her what you would like to have covered in class and items she would like to cover.

Resources and Materials:

Wendy Ward, Wards
Battlefield Mall,
Springfield, MO

Evaluation:

A good way to show the girls up-to-date fashion and grooming information--service is free.

Comments on use:

This can be used as a culminating activity to a unit on grooming.

Becky Schnakenberg

Subject Area(s) Clothing and Textiles

Unit(s) Grooming

Objective(s):
To give the students an opportunity to practice decision-making by studying grooming in order to improve their self-image.

Procedure:
Show filmstrip.

Use suggested exploratory questions to follow filmstrip.

Use transparencies as teacher's guide suggests.

Resources and Materials:
Teacher's Kit "Facing You"
Clairol, Inc. c/o Learning Realities
Filmstrip
Tape
Transparencies
Screen
Filmstrip-Projector
Overhead Projector
Tape Player

Evaluation:
The multi-media components of this kit are of excellent quality. The additional material makes this activity encourage individual exploration.

Comments on use:
There is a list of additional activities in the teacher's guide that may be helpful.

Becky Schnakenberg

Subject Area(s) Clothing and Textiles

Unit(s) Grooming

Objective(s):

To engage the students in an activity by which they may explore careers in the grooming field.

Procedure:

Assign the following roles to class members:
a. dermatologist
b. beautician
c. psychologist
d. school nurse
e. guidance counselor
f. coach

Have them hold an informal discussion on grooming, health, exercise, and career planning as each relates to self-image.

Each student should research his role ahead of time to gather relevant facts.

Resources and Materials:

Role playing

Evaluation:
A good activity that requires library skills as well as being able to portray an image of person that student is doing in his role playing situation.

Comments on use:
If class is too large, a team may be assigned to do the situation, more occupations that are relevant may also be added to the list.

Becky Schnakenberg

Subject Area(s) Clothing and Textiles

Unit(s) Grooming

Objective(s):
To give the student information through which she can improve her personal appearance.
To give the student an opportunity to gain knowledge about the job of a beautician.

Procedure:	Resources and Materials:
Contact Sedalia school of hairdressing and make arrangements to present a group of students information about their school and helps they may personally put to use. Arrange room, secure students to help in the presentation.	Fran Branson - Sedalia School of Hairdressing

Evaluation:
Generally Mrs. Branson's group gives a very thorough presentation of opportunities they offer. They also demonstrate on students.

Comments on use:
This is a good way to conclude a unit on grooming with freshmen girls.

Becky Schnakenberg

Subject Area(s) Clothing & Textiles

Unit(s) Grooming

Objective(s):
To give students an opportunity to become more comfortable talking before a group of people.
To give the students an opportunity to teach others something he knows.

Procedure:	Resources and Materials:
Give students a list of topics from which to chose for his demonstration. Let students have class time to do research for topic Present demonstrations Question/answer session after each demonstration Have conference with student to give him an idea of his strengths and weaknesses. Jointly determine grade.	Student demonstrations

Evaluation:
Students can be a valuable teaching tool if they know the demonstration technique. The self-confidence they gain is difficult to measure.

Comments on use:
Before giving this assignment, give a lecture on how to give a demonstration if the students have not done this in your classes before. It also helps for the teacher to give a simple demonstration so they can see how to put their information to use.

Becky Schnakenberg

Subject Area(s) Clothing

Unit(s) Grooming

Objective(s):

To demonstrate a line of beauty products and how to use them.
To acquaint the students with a job opportunity that would not require full-time attention.

Procedure:

Make contact and set up date and time for her to meet with the class.

Choose student for make-up demonstration.

Introduce consultant to class and turn it over to her.

Provide a question/answer period at conclusion of demonstration.

Resources and Materials:

Olga Schnell, Fashion 2-20
Beauty Consultant

Evaluation:

This is a good way to get current trends of make-up application across to a class.

Comments on use:

At the conclusion of a grooming unit, I use this activity. Any consultant from any company might be good. I like to caution my students, "Although they are trying to sell their product, their techniques are usable with your make-up."

Becky Schnakenberg

Subject Area(s) Clothing and Textiles

Unit(s) Assembly Line Sewing

Objective(s):
To produce fifty industrial arts aprons.
To acquaint the members the importance of organization and cooperation in finishing a project.

Procedure:

Appoint committee to organize project.

Assign jobs to members
a. cutters
b. pinners
c. sewers
d. pressers
e. finishers
f. inspectors

Set aside a day or days for project.

Carry out project.

Resources and Materials:

Material and thread for 50 aprons

Pattern
Pins
Shears
Sewing machine

Evaluation:
Made members aware of the cooperation needed to make this project click.
Gave the members first-hand experience in an assembly line job.

Comments on use:
Several of our members that were involved in this project are employed in a factory that requires assembly line work.
This project is not one in which repeats would be made often. A good way for one organization to help out another and also to raise money.

Becky Schnakenberg

Subject Area(s) Clothing & Textiles

Unit(s) Clothing Construction

Objective(s):
To develop self-confidence in making a self-evaluation.
To develop awareness of being able to improve clothing construction techniques on own.

Procedure:

Student and teacher grade finished garment discussing the following points:

a. Was laboratory period used wisely?
b. Go over garment discussing construction techniques suggesting how to improve if necessary.
c. Discuss how to reuse the pattern on other garment
d. Discuss techniques learned and how student will apply them to other garment that she will make.

Resources and Materials:

Finished garment

Evaluation:

A good method to exercise the decision-making process in determining one's grades.

Comments on use:

This method of garment evaluation is quite time consuming. The student is more aware of improvements she can make. Student is more satisfied with grade if she helps to determine it.

Becky Schnakenberg

Subject Area(s) Clothing & Textiles

Unit(s) Retailing - Interfacing and Linings

Objective(s):

To have an opportunity to compare qualities and differences of the many interfacing and linings on the market.
To acquaint students with fabric retailing with a first-hand experience.

Procedure:	Resources and Materials:
Contact Rudisill's, set date and time for classes arrival. Discuss with manager the points that need to be covered on merchandising, interfacings, and linings.	Rudisill's Fabrics, Sedalia, Missouri Field trip

Evaluation:

A good source to give first-hand information on the job of retailing fabrics.

Comments on use:

One of the few locations where a student can compare the different types of lining and interfacings at the same time.

Becky Schnakenberg

Subject Area(s) Clothing & Textiles

Unit(s) Production of a Fashion Show

Objective(s):

To provide an opportunity for the students to cooperate in putting on a fashion show.

Procedure:

Set up committees and date
a. commentary
b. stage decoration
c. coordination (all committee chair)
d. advertisement
e. program
f. ushering

Committees make all arrangements with teacher advising.

Set up practices after commentaries have been written.

Second to last practice film with closed circuit TV.

Let students see film and comment on improvement.

Presentation

Resources and Materials:

Closed circuit TV

Evaluation:
Another good P.R. activity for the home economics department. Gets all the students involved in a major activity.

Comments on use:
This activity gets all the students involved. Committees can be classes so that class time can be used.

Becky Schnakenberg

Subject Area(s) Textiles and Clothing

Unit(s) Clothing Construction I

Objective(s):

Developing Self-Understanding
To appraise aptitudes, interests and personality traits.
Developing General Life Skills
To understand how life-styles and education affect occupational choices.

Procedure:

Have each student compile a list of Reasons for Sewing.

Resources and Materials:

Students' personal knowledge
Home economics texts, especially Homemaking for Teenagers, Book 2, by McDermott & Others.

Evaluation:

Refer back to this as the sewing work progresses.

Comments on use:

Students quickly have several reasons for sewing to fit their present life-styles.

Rosalie Smith

Subject Area(s) Clothing

Unit(s) Clothing Construction

Objective(s):

For the individual to recognize, understand, and utilize his/her skills, aptitudes, and interests in seeking employment and making a career choice.
To understand the value of helping others.

Procedure:	Resources and Materials:
Study material in text on children and infant apparel.	Clothing Construction and Wardrobe Planning, pp. 219-20
Discuss how infant apparel is and needs to be different from adult clothing.	Patterns, fabric, and notions
Select suitable patterns, fabrics, and notions. Construct a child's garment.	
Evaluate and display garments.	

Evaluation:

Students like this project very much

Comments on use:

Seems to be a far more valuable and interesting project than I anticipated. Students like this project very much, and we have come almost to a "tradition" of having this work on display in the showcase at Easter.

Rosalie Smith

Subject Area(s) Clothing

Unit(s) Career Education

Objective(s):

To help the student to be able to locate and use career resource material in making career choices.
To help to recognize, understand, and utilize his/her skills, aptitudes, and interests in seeking employment and a career choice.
To help the student have a knowledge of career clusters.

Procedure:

Set up projector and play filmstrips and tapes prepared by the Butterick Company on Careers in the Fashion Industry.

Resources and Materials:

Butterick Filmstrip Kit on Careers in the Fashion Industry
Dukane Projector

Evaluation:

Appealing, up-do-date material

Comments on use:

Good student response, especially from seniors.

Rosalie Smith

Subject Area(s) Clothing

Unit(s) Textiles

Objective(s):

To realize that he/she will have to change or adapt to his/her environment at times rather than being able to change it.

To assess his/her needs in order to understand them and determine which are most important.

To realize that he/she is responsible for his/her own decisions and their results.

Procedure:

I use two filmstrips on textiles: "The Textile Scene" illustrates practical "everyday" ways of using a knowledge of textiles and includes the responsibilities of the consumer; "Textiles for Today" has good material on the man-made fibers and also serves as a review for textiles test.

Resources and Materials:

Filmstrip projector, record player

Filmstrips by Celenese Fibers Marketing Company--"The Textile Scene," "Textiles for Today"

Evaluation:

Comments on use:

Combines a knowledge of textiles and the responsibilities of the consumer. Illustrates practical "everyday" ways of using a knowledge of textiles.

Rosalie Smith

Subject Area(s) Clothing Textiles

Unit(s) Career Education

Objective(s):

Developing General Life Skills
a. To understand the value of helping others.
b. To understand the existence and necessity of rules.
c. To understand the skills necessary to obtain and keep a job.

Procedure:

Each student selects a store selling textiles or clothing, contact the owner/manager, and make arrangements to interview a salesperson about his/her position and do so.

This would follow a study of this career area.

Resources and Materials:

Use general resource materials on Career Education in Clothing and Textiles. I like Opportunities in Clothing by McDermott and Norris, Chapter 2.

Evaluation:

Students compare desirable and undesirable aspects of positions interviewed.

Comments on use:

Realistic activity.

Rosalie Smith

Subject Area(s) Clothing & Textiles

Unit(s) Career Education

Objective(s):
Developing General Life Skills
The student will gain information helpful in being a good consumer.

Procedure:

Field trips to fabric shops--Rudisill's Fabric Shop, House of Fabrics

I find these especially effective in our area. Students look at new products and a variety of items that it is impossible to keep in the home economics department. These owners are very good at explaining their products and business to the students.

Resources and Materials:

Evaluation:
Seeing and feeling and hearing are the best teachers.

Comments on use:
Necessary activity in meeting my teaching goals.

Rosalie Smith

Subject Area(s) Clothing & Textiles

Unit(s) Career Education

Objective(s):

Help students prepare for actual work experience in clothing and textile area.
To understand and use skills necessary in obtaining and keeping a job.

Procedure:

Study differences between home and industrial sewing.
Study safety in a factory.

Compile list of safety rules to apply to industrial equipment.

Resources and Materials:

Resource person from Levi factory on job skills and safety.

Study Opportunities in Clothing, Chapter 6.

Evaluation:

Test covering above lessons.

Comments on use:

Makes the work world a much more realistic place.

Rosalie Smith

Subject Area(s) Clothing & Textiles

Unit(s) Career Education

Objective(s):

Help students know and use good "store" manners.
Develop awareness of knowledge, skills, and problems of salespersons.

Procedure:	Resources and Materials:
Role play fabric saleslady and student customer.	Several yardages of student's fabrics Tape measures, yard sticks

Evaluation:

Have students describe a "good" salesperson as well as "good" customer.

Comments on use:

Hope this helps students as they make their purchases for class projects.

Rosalie Smith

Subject Area(s) Clothing

Unit(s) Textiles

Objective(s):

The student will gain a skill that would be necessary as a consumer as well as in certain jobs in the textile industry.

Procedure:	Resources and Materials:
List 15 facts or "clues" that help determine the wrong side of fabric from the outside of the fabric.	Fabric ads Mail order catalogs Clothing Construction and Wardrobe Planning by Tech. 7

Evaluation:

Comments on use:

Useful information for the girl as a consumer as well as one involved in the textiles industry.

Rosalie Smith

Subject Area(s) Clothing and Textiles

Unit(s) Career Education

Objective(s):

Developing General Life Skills

a. To identify present life-styles.
b. To acquire communication skills.
c. To understand what affects career choices.

Procedure:

Prepare a personal data sheet

Resources and Materials:

Use library and business education materials.

Opportunities in Clothing by McDermott and Norris (Bennett)—Chapter 1 is especially good in our field.

Evaluation:

Review written data sheets.

Comments on use:

Will be valuable to many students.

Rosalie Smith

Subject Area(s) Clothing II

Unit(s) Careers in Clothing and Textiles

Objective(s):

To be able to identify and analyze employment opportunities and requirements in the clothing and textiles areas.
To investigate local careers in clothing and textiles and their responsibilities and requirements.

Procedure:

The unit was based on the following generalizations:

A variety of employment opportunities requires knowledge and skills in the area of textiles and clothing.

Good understanding of employment requirements aids in obtaining worthwhile jobs. Individuals are more likely to make wise vocational choices.

An understanding of personal qualifications necessary for specific jobs is important in planning for a career.

Each student wrote a brief description of career choice, its requirements, etc.

Students interviewed people in careers in clothing and textiles. For example, one student interviewed a lady who does home sewing for people.

Various speakers were invited into the classroom: an area home economist with area of specialization in clothing and textiles, a college fashion design major, a local owner-manager of a clothing store, an employee at a local fabric shop.

Resources and Materials:

Butterick "Careers in the Fashion Industry" kit Includes 8 filmstrips and cassettes, teacher's guide plus additional activity suggestions

Butterick Fashion Marketing
Co., 161 Sixth Avenue, New
York, NY 10013

Evaluation:

Comments on use:

Subject Area(s) Clothing II

Unit(s) Careers in Clothing and Textiles, (con't.)

Objective(s):

Procedure:

Students designed and completed individual projects. Example: design a boutique, including description of decor, floor plan, layout, and examples of types of merchandise, display facilities, promotion, etc. Other possibilities: interview local alterationist for men's shop, field trip to dry cleaning establishment, a department store personal shopper, careers in drapery making and upholstering.

Resources and Materials:

Evaluation:

50 points total:
Class project (description) - 5 points
Individual projects - 35 points
Class discussion - 10 points

Comments on use:

In my opinion, the Butterick kit on fashion merchandising is excellent. It's informative, up to date, and appeals to high school students.

Karen Hargrave

Subject Area(s) Home Economics

Unit(s) Creative Home Arts
Leisure Time Activities

Objective(s):
To acquaint the student with an occupation you can do in your own home.
To demonstrate to the students a pleasurable leisure time activity.

Procedure:

Make arrangements to have cake decorator come to class.

Introduce and let her continue class.

Make time for questions at the conclusion of class period.

Resources and Materials:

Florine Hobein, Route 3,
Cole Camp, MO 65325
Cake Decorator
Demonstration Table

Evaluation:

Students are always excited about Mrs. Hobein coming. She always demonstrates something new. She generally has samples too!

Comments on use:

This is usually done in connection with party foods and creative home arts. Mrs. Hobein also lets the students know the creativeness in the kitchen always brings compliments.

Becky Schnakenberg

Subject Area(s) Home Economics

Unit(s) Creative Home Arts
(Leisure Time Activities)

Objective(s):

To give the students an opportunity to learn a pleasurable art or craft to use for leisure time activities.

Procedure:

Students choose an art or craft that he would like to learn how to do.

Give individual instruction to the students as they need it.

Jointly grade project at the conclusion of unit on the following merits.
a. Will you use this technique again?
b. Is it worth the time spent on it?
c. Was class time wisely spent working on the project?
d. Are you satisfied with your results?
e. If you will use this technique again, what will you do differently?

Write a paper describing how the art or craft was chosen to learn how it was originated.

Resources and Materials:

Evaluation:

The students enjoy this unit. It is hard to evaluate. If the students at the end of the grading session feel pleased with their end results and wants to do more, I feel that we have accomplished good results.

Comments on use:

This is a quickly passing unit that we have for four to five weeks. Crocheting and knitting projects are difficult to accomplish in this period of time unless the student chooses a small project. Before the unit starts, sit down with the student and go over a list of supplies he will need.

Becky Schnakenberg

Subject Area(s) FHA Community Service Project

Unit(s) ____

Objective(s):

To present an opportunity for teens to gain confidence working with the elderly.
To give the teens an opportunity to increase ability to converse with the elderly.

Procedure:

Set up a committee to make initial contact with nursing home so that students can begin setting up a time schedule for visits.

Visits may be made during study hall, activity period, or after school.

After schedule has been devised, give copy to nursing home and school office.

Begin making visits, students will be expected to do the following for the elderly.
Read
Chat
Teach crafts
Take gifts
Sew
Aid with bingo

Resources and Materials:

Nursing home
Gifts
Reading ability
Friendly personality
Ability to communicate

Evaluation:

This is a good tool to aid students to gain self-confidence around older people. Also makes them feel worthy after teaching them how to do something they know how to do.

Comments on use:

At first, some students may feel depressed. After self-confidence is gained this will soon disappear.

Becky Schnakenberg

Subject Area(s) FHA Community Service

Unit(s) Better Teen-age Community Relations

Objective(s):

To aid members in gaining self-confidence in working with the public.
To serve coffee to public gracefully (could also be used as training opportunity for waitress).

Procedure:

Set up committee

Preliminary public relations
a. contact mayor and get o.k. of city to serve coffee at Christmas drawing
b. write news articles for paper for advance publicity

On date to serve
a. set up post two hours before drawing
b. serve about 1 hour before

Clean up

Follow-up publicity
a. pictures of serving
b. news articles

Resources and Materials:

Coffee makers
Sugar
Cream
Coffee cups
Spoons
Signs
Articles in local papers before
Students willing to work

Evaluation:

A good method for establishing good community—teen relations. Good training for organizational team work, news writing, meeting and relating to older people with self-confidence.

Comments on use:

Any opportunity that the community offers can be used in this manner--much work can be accomplished in this area.

Becky Schnakenberg

The following sheets represent home economics individual units to be included in a semester course entitled "Personal Culture" designed primarily for girls. However, the two reference books Call Me Mister and Charm and Poise for Getting Ahead are closely related and could be used in a co-ed class.

The students will early in the semester choose several areas of work they feel they are interested in researching. All during the class, an attempt will be made to apply or have the student apply information gained to their chosen field or fields of work.

Each time a speaker is asked to talk to the class, he or she is expected to give a quick insight into the career as well as covering the subject assigned.

Nadine Moore

ADDRESSES OF RESOURCES

Gregg Division - McGraw-Hill Book Company
    Charm
    Charm for Miss Teen

Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467
    Charm and Poise for Getting Ahead
    Call Me Mister

Glencoe Press
A Division of The MacMillan Company
8701 Wilshire Boulevard
Beverly Hills, CA 90211
    Personal Improvement for the Career Woman

Science Research Associates, Inc.
57 West Grand Avenue
Chicago, IL
    What Employers Want

Homemaking Research Laboratories
Tony, Wisconsin 54563
    Today's Consumer

ADDRESSES OF FILM SOURCES

Association Sterling Films
Executive Offices
8615 Directors Row
Dallas, TX 75247

American Angus Association
3201 Frederick
St. Joseph, MO 64501

Modern Talking Picture Service
1212 Avenue of the Americas
New York, NY 10036

Health Education Services
Missouri Division of Health
Broadway State Office Building
Jefferson City, MO 65101

Extension Division
Communication Department 119
Whitten Hall
Columbia, MO 65201

Association Films
347 Madison Avenue
New York, NY 10007

Public Service Audience Planners, Inc.
208 S. LaSalle Street
Chicago, IL 60604

Union Label Department
International Ladies Garment Workers Union
22 W. 38th Street
New York, NY 10018

National Association of Manufacturers
Film Bureau
277 Park Avenue
New York, NY 10017

General Mills, Incorporated
9200 Film Center
Post Office Box 1112
Minneapolis, MN 55440

Subject Area(s) Home Economics

Unit(s) Personal Culture - Introduction

Objective(s):

The student will be aware of what characteristics the business world wants besides skills. The students will assess themselves and make plans to improve.

Procedure:

Review a case study of an individual who was successful in being hired for an important job for which there were many applicants. Analyze the differences. Example:

> One day Bill Adams walked into the office of Robert H. Baldwin a prominent firm of insurance brokers. "May I see Mr. Baldwin?" he asked the secretary. "I have no introduction, but I would appreciate it a lot if I could talk with him for just a moment." The secretary was impressed by Bill. He was such a serious, earnest young man! She took him in to Mr. Baldwin.
>
> "I'd like a job in your office," announced Bill. "But," explained Mr. Baldwin, "we're not in the market for anyone now. What makes you think we are?"
>
> "Well, Bill replied, "I want to get into the general insurance business. I've studied insurance, Mr. Baldwin, and when I looked into the aviation end of it, I found out that you pioneered that kind of coverage. That's why I want to be with you. I want to understudy the men who look ahead. I'll work hard. I am willing to do any job at any old salary and learn the

Resources and Materials:

Success Insurance in a Man's World, Milady Publishing Co.

Evaluation:

Comments on use:

Subject Area(s) Home Economics

Unit(s) Personal Culture - Introduction, p. 2

Objective(s):

Procedure:

business from the bottom up. I may be green, but I know I want to specialize in aviation, and I know yours is the company I want to be with. Won't you give me a chance?"

Have a personnel relations officer or employer speak to the class on what he or she looks for when choosing employees.

Use the checklist (next page) to assess student's traits.

Students make a list of personal qualifications necessary for any job. (Could relate this to the career they are researching.)

Make a checklist or sheet out of the above activity to rate themselves now and at the end of the semester for any progress on items needing revision.

Use Grooming Self-Quiz. (Boys)

Resources and Materials:

Evaluation:

Comments on use:

Nadine Moore

WHAT HAVE YOU TO OFFER?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate. Answer with a yes or no, not sometimes or partially.

1. Are you neat in your personal appearance and work habits?
2. Do you have a real willingness and desire to learn new skills and new ways of doing things?
3. Are you punctual?
4. Can you apply yourself to a job without being easily bored or distracted?
5. Can you adapt to new and unexpected situations easily?
6. Can you work under pressure, when necessary, without becoming nervous and upset?
7. Do you have confidence in your abilities?
8. Are you emotionally stable, capable of taking things in your stride?
9. Have you enough initiative to be able to work on your own?
10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?
11. Do you have a sense of duty and responsibility?
12. Are you reliable? Can you be depended on to do a job satisfactorily?
13. Can you gain the friendship and respect of fellow-workers?
14. Can you cooperate with fellow-workers?
15. Can you cooperate with supervision and management?
16. Can you follow directions willingly and without argument because you respect authority?
17. Can you understand instructions and carry them out accurately?
18. Can you accept criticism without feeling hurt?
19. Can you work without constant supervision?
20. Do you ask questions about things you don't understand?
21. Can you complete a job once you start it?
22. Are you a pleasant person to work with?
23. Do you like people?
24. Are you friendly and congenial?

How did you do? If you answered yes to most of the questions, you are making good progress toward becoming a good employee. All you need now are the necessary skills and training.

Subject Area(s) Home Economics

Unit(s) Personal Cultures - Manners

Objective(s):

The student will be aware of effect of use of good manners on others. The student will be able to use good manners with ease.

Procedure:

Students write a paragraph on the value of proper etiquette for any situation.

Role play making introductions.

Go as a group out to dinner for real practice with local restaurant cooperating.

Use Good Manners Quiz as a game to test knowledge.

Discuss job of hostess.

Working in groups, write a job description for a hostess in different situations such as at home, office, restaurant, etc.

Use checklist on dating behavior.

Discuss importance of gracious manners on the job.

Write formal and informal invitations, also answer them.

Resources and Materials:

Films:
"A Date for Dinner" (Etiquette for a dinner date)
Modern Talking Picture Service
"Good Table Manners" (Emphasis on boys) University of MO

Hostesses from business, a homemaker, motels

Books:
Charm & Poise for Getting Ahead by Tolman, Chapter 11
Personal Improvement for the Career Woman by Zipp, Chapter 27-28-29
Call Me Mister by James, Chapter 8
Charm by Whitcomb and Lang

Evaluation:

Evaluate class discussion and written work.

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Hand, Leg, Foot Care

Objective(s):

The student will be aware of the importance of care of hands and feet to job success.

Procedure:	Resources and Materials:
Speaker to discuss importance of the feet and legs to entire body health.	Local podiatrist
Discuss importance of hands in jobs outside the home and for the homemaker.	
Have a manicure demonstration by a former student (now a beautician).	Former student about to complete training
Allow students to give each other manicures or pedicures.	Books: Personal Improvement for Career Women by Zipp, Chapter 6
Discuss hand positions and graceful movements.	Charm for Miss Teen by Whitcomb and Cochran, Chapter 6 Call Me Mister by James, Chapters 3 and 4 Charm and Poise for Getting Ahead by Tolman, Chapters 3 and 4 Charm by Whitcomb and Lang, Chapter 6

Evaluation:

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Posture

Objective(s):

The student will understand what constitutes good posture. The student will become aware of individual posture problems and strive to correct them.

Procedure:	Resources and Materials:
Use posture rating chart to rate each individual's posture.	
Practice posture improvement exercises in class each day.	
Have a doctor discuss the relationship of posture and health.	Pettis County Medical Society
Have a model demonstrate good posture and discuss her profession.	Model from department store
Discuss good posture for various situations: getting in and out of a car, sitting, standing, filing, on the platform, etc.	Books: What You Should Know About Yourself, Peacock Press Personal Improvement for the Career Woman, Zipp Charm for Miss Teen, Whitcomb and Cochran Charm, Whitcomb and Lang Call Me Mister, James, Chapter 33
Make posters on posture to alert students outside classroom of rules of good posture.	
Conduct a "Good Posture Contest" in school and recognize winner adequately.	

Evaluation:

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Skin and Hair Care

Objective(s):

The student will be able to select hair styles becoming to them. The boys, as well as the girls, will develop an appreciation of the privilege of choosing styles becoming to them. The student will demonstrate use of suitable cosmetics. The student will be able to choose make-up to suit the occasion.

Procedure:	Resources and Materials:
Operators from School of Hairdressing spend a day at school to discuss and demonstrate make-up and hair care. Students from home economics as well as other students from study hall come for evaluation and some actual hair cutting or trimming. Make-up is also applied. Both boys and girls enjoy this activity. (A smaller project for one period can also be done.)	Operators from School of Hairdressing
Students practice on each other on hair styles for certain jobs and activities.	
Students experiment with each other as to color of make-up to use in relation to shape of face.	Local Avon dealers supply samples
Discuss make-up in relation to occasion.	Books:
Operators from local school discuss career possibilities and training needed from local sources.	Charm and Poise for Getting Ahead by Tolman Call Me Mister by James
	Free Film: "Why Wigs?" Associated Films

Evaluation:

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Entering the World of Work

Objective(s):

The student will be able to assess his/her own qualifications and interests for specific jobs. The student understands how to apply for a job. The student recognizes the importance of first impressions.

Procedure:

Have panel of employers discuss the importance of the interview.

Socio-drama - "Do's and Don't's in Interviewing."

Use "Sell Yourself" chart (Today's Consumer - page 91)

Following film viewing, evaluate occupations.

Have representative of local labor union discuss the functions of unions today.

Bring to class various advertisements for jobs to analyze for effectiveness.

Write an advertisement for a job you want.

Write a letter of application in answer to an advertisement.

Prepare a resume to enclose with the application.

Use a bulletin board showing suitable wardrobe for having an interview.
Compare the appearance of a person interviewing for the job as a child care worker and the same person the next day on the job. Make similar comparisons for other types of work.

Resources and Materials:

Films:
"Personal Qualities for a Job," Coronet Films
"The Air Force Nurse," Dept. of Air Force
"American Doctor," American Osteopathic Association
"The Army Nurse," Dept. of Army
"The Career Game," Modern Talking Picture Service
"Jackson's Tree," General Mills

Evaluation:

Comments on use:

Subject Area(s) Home Economics

Unit(s) Personal Culture - Entering
the World of Work, p. 2

Objective(s):

Procedure:

Using pictures (or actual models prepared ahead) showing desirable and undesirable manners of dress, discuss the behavior which might be expected of each individual. Would this behavior be beneficial or detrimental to job performance?

Write a paper on "What I Have to Offer an Employer."

Have former students who are working give an informal panel on how their work is related to future plans.

Use case studies of instances in which individuals: lost their jobs because of inability or unwillingness to change; failed to progress because of lack of flexibility.

Present a mock TV show depicting jobs students' grandparents or parents might have had, the ones they would like to have, and the ones they think their children might have.

Resources and Materials:

Books:
What Employers Want, Life Adjustment Book
Charm and Poise for Getting Ahead, Chapter 30
Personal Improvement for Career Women, Chapter 30
Call Me Mister, Chapter 27-28

Evaluation:

Evaluate class participation, projects, and written work.

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Personality

Objective(s):

The student will become more aware of their individual behavior pattern. The student recognizes the relationship between effective attitudes toward health and work and successful employment. The student relates personality development to successful family life as well as job success.

Procedure:

Brainstorm for definition of personality.

Class set up bulletin board to portray facets of personality.

Dramatize different behavior patterns of a child and a mature teenager.

List personality traits important to job success.

Debate: Resolved "I would rather have a pleasing personality" (fill in with various topics--example, "than great wealth")

Buzz groups discuss advantages and disadvantages of showing emotions, why expression is necessary, socially acceptable ways of expressing emotions, effect on individual involved.

Resources and Materials:

Charm for Miss Teen, Chapter 13

Films:
"Attitudes and Health," Missouri Division of Health
"Anger at Work," Missouri Division of Health

Speaker - Public relations person relating personality and job success.

Evaluation:

Evaluate class participation of projects.

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Voice
Telephone Technique

Objective(s):

The student will recognize relationship between voice qualities used and the impre they have upon others. The student will recognize that communication is a major factor in effective interpersonal relations. The student will use appropriate telephone manners as an asset to communication.

Procedure:	Resources and Materials:
Tape each voice and analyze its qualities.	Film: "A Manner of Speakin Bell Telephone Office (loc
Do exercises to improve vocal expression.	Books:
Buzz session to identify traits that voice can portray, then role play these traits of voice inflections.	Charm by Whitcomb and Lang, Chapters 13, 14, 15, 16, &
Use crossword puzzles to enlarge vocabulary.	Personal Improvement for th Career Woman by Zipp, Chapt 24, 25
Discuss telephone techniques for home, office, etc.	Call Me Mister by James, Ch ter 20, 26 Charm and Poise for Getting Ahead by Tolman, Chapters 2 Charm for Miss Teen by Whit & Cochran, Chapter 12

Evaluation:

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Good Lines for Good Looks

Objective(s):

The student will be able to choose clothes suited to him/her as well as the occasion and current trends. The student will demonstrate an understanding of fabrics and construction of garments as it relates to durability of clothes.

Procedure:	**Resources and Materials:**
Students select from magazines, catalogs, appropriate attire for themselves for the specific jobs in which they are interested.	To Clothe a Nation (career centered)
Use transparencies to show relation of shape of face and figure to clothing selection.	Proctor & Gamble's transparencies on personal grooming
Identify various kinds of fashion terms and trends.	
Plan a wardrobe for the person on the job. (Identify job)	
Discuss choice of fabric in relation to care required and durability.	Buyer from local ready-to-wear store
Field trip to local store to compare fabrics, labels, and quality of construction.	Fabric store manager
Discuss what to look for in ready-to-wear garments.	
Discuss choice of jewelry for the occasion.	Local jeweler speak on how to choose quality jewelry and how to wear jewelry. "Careers in the Fashion Industry," by Butterick Pattern Co. Films: "Fashion Designs for You" "Fashion in Action"

Evaluation:

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Food and Health

Objective(s):

The student demonstrates good food choices. The student will understand the relation between job performance and eating habits.

Procedure:

Discuss basic food needs of all persons.

Discuss special diets.

Keep record of food eaten for two days. Analyze for calorie content.

Set up a hypothetical cafeteria for students to make food choices according to given situations--low calorie, high protein, sugar free, etc.

Discuss qualities needed for food service employees.

Plan, prepare, and serve a low calorie meal and a high calorie meal. Compare food values and costs.

Resources and Materials:

Have a dietitian speak on his/her career.

Books:

Charm and Poise for Getting Ahead by Tolman, Chapter 34

Charm by Whitcomb & Lang, Chapter 2

Dining room manager or food service employee discuss their jobs.

Film: "This is Betty Crocker"

Evaluation:

Comments on use:

Nadine Moore

Subject Area(s) Home Economics

Unit(s) Personal Culture - Where to Live

Objective(s):

The student will be more aware of items to consider when choosing a place to live.
The student will know what local sources can aid in locating housing.

Procedure:

Bring in advertisements for available places to live. How are they evaluated?

Discuss advantages and disadvantages of apartment living.

Research mobile home living.

Compare cost of the various housing arrangements.

Discuss points to consider in choosing a place to live for the single girl.

Resources and Materials:

Books: Charm by Whitcomb & Lang, Chapter 22

Possible resource speakers:
Mobile home representative
Real estate dealer
Chamber of Commerce representative

Evaluation:

Comments on use:

Nadine Moore

FIELD TRIP SITES &
GUEST SPEAKERS

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Adco	900 W. Main Sedalia, MO	Dr. Alexander	826-3300	Yes	1-6	9-12	No
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	Mr. John Irish	333-6800	Yes	20	11-16	No
American Electrical Industries	Highway 50 Sedalia, MO	Mr. Russ Woodyard	827-1712	Yes	30	6-12	Yes
Archias Floral Co.	4th & Park Sedalia, MO	Mr. Don King	826-4000	Yes	20	K-12	Yes
Artist	203 N. Jefferson Sedalia, MO	Ms. Thelma Hansen	886-8464	No	0	7-12	Yes
Attorney at Law	Cole Camp, MO	Mr. Pete Stelling	668-4858	No	0	0	Yes
Attorney at Law	Warsaw, MO	Mr. Edwin F. Brady	438-5116	Yes	4-5	9-12	Yes
Attorney at Law	Farmer's Savings Bank Marshall, MO	Mr. Larry McClure	886-6986	No	0	7-12	Yes
Ault's Skelly Station	1570 S. Kentucky Marshall, MO	Mr. Bob Ault	886-6792	No	0	7-12	No
B & E Market	1701 S. Kentucky Marshall, MO	Mr. Jim Dick	886-2188	Yes	30	3-12	No
Banges	78 S. Jefferson Marshall, MO	Ms. Dolly Kiser	886-3716	No	0	7-12	Yes
Banquet Foods	253 W. Marion St. Marshall, MO	Mr. Caton Martin	886-3301	Yes	20	4-9	Possibly
Benton County Enterprise	Warsaw, MO	Mr. Mahlon White	438-6312	Yes	4-5	9-12	Possibly
Benton County R-I School	Cole Camp, MO	Mr. Vergil Oglevie	668-4427	No	0	0	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Benton County R-IX	Warsaw, MO	Dr. John Boise	438-7351	No	0	8-10	Yes
Benton County Sheriff's Dept.	Warsaw, MO	Mr. Robert Breshears	438-5252	Yes	5-6	9-10	Yes
Binghams Super Saver	La Monte, MO	Mrs. Bingham	347-5426	No	0	0	No
Body Shop	Cole Camp, MO	Mr. David Luetjen	668-3155	Yes	2-4	9-10	No
Bohling Grocery	Cole Camp, MO	Mr. E. G. Bohling		No	0	0	Possibly
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibly
Borchers & Heimsoth	Cole Camp, MO	Mr. Ervin Borchers	668-4923	No	0	0	No
Bothwell Hospital Physical Therapy	Sedalia, MO	Ms. Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Ms. Marie Nicholson	826-8833	Yes	20	12-16	No
Breech Academy - TWA	6300 Lamar Avenue Mission, KS	Ms. Mickey Holiday	842-4000	Yes	20	11-16	Yes
Brick Mason	RFD 3 Warsaw, MO	Mr. Lee Slavens	438-5360	No	0	0	Possibly
Broadway Car Wash	310 W. Broadway Sedalia, MO	Mr. Dale Arms	826-0375	Yes	25-30	1-12	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Ms. Edith Simons	827-0404	Yes	Large	K-14	Possibly
Brown, McCloskey, Buckley	309 E. 5th St. Sedalia, MO	Ms. Mabel Glenn	826-7373	No	0	0	No
Business Mens Assurance	BMS Building Kansas City, MO	Ms. Almeta Wilcher	753-8000	Yes	20	11-16	No

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
C-B Shop	Cole Camp, MO	Mr. Dave Wordeman		Yes	4	9-12	No
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Cablevision, Inc.	600 S. Osage Sedalia, MO	Mr. Lynn Harrison	826-0933	Yes	20	5-9	Possibly
Cargill Incorporated	Marshall, MO	Mr. Jack Hartwick	886-7473	Yes	20-25	9	Possibly
Cargill Nutrena Feeds	Smithton, MO	Mr. Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Cash U. S. Super	Cole Camp, MO	Mr. Jim Cash	668-3700	Possibly	0	0	No
City Offices	214 N. Lafayette Marshall, MO	Mr. Ron Collins	886-2226	No	0	7-12	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Mr. Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Clay Mead Furniture	Highway 65 Marshall, MO	Ms. Kay Perkins	886-5354	No	0	7-12	Yes
Coffman's Marina	Highway 65 South Sedalia, MO	Mr. John Smith	827-3692	Yes	1-6	9-12	No
Commerce Bank	10th & Walnut Kansas City, MO	Mr. John Wells	234-2000	Yes	20	11-16	No
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Mr. Bill Smillie	827-3190	Yes	15	K-12	Yes
Courts Lawn and Garden	Marshall, MO	Mr. Delford Thompson	886-5000	No	0	7-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Mr. Gordon Creasy	438-5621	No	0	0	Yes
Dala's Boutique	Tipton, MO	Ms. Dala Yantz	433-2626	No	0	0	Yes
Day Care	321 W. Second Sedalia, MO	Mrs. Zimmerschied	826-5040	Yes	1 a day	0	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
DeKalb Ag. Research	Marshall, MO	Mr. Don Wert	886-7438	Yes	10-40	5-9	Possibly
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Deluxe Cafe	Cole Camp, MO	Ms. Marie Musser	668-4521	Yes	2-4	9-10	Yes
Democrat News	Marshall, MO	Mr. Jerry Arnett	886-2233	Yes	25	7-9	Yes
Dentist	Warsaw, MO	Dr. Shepardson	438-5421	No	0	0	Possibly
Dentist	1810 W. 11th Sedalia, MO	Dr. Robert Vit	826-5445	No	0	K-12	No
Dentist	Cole Camp, MO	Dr. D. V. Reimsnitter	668-3312	Yes	4-6	9-12	Possibly
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6633	Yes	5 at a time, 40 maximum	7-12	Yes
Don's Dive Shop	3312 S. Highway 65 Sedalia, MO	Mr. Don Kabler	826-4681	No	0	8-12	Yes
Don's Welding	Highway 65 South Sedalia, MO	Mr. Don Carr	826-7310	Yes	1-10	8-12	No
Duke Manufacturing	Main & Duke Road Sedalia, MO	Mr. Ivan Stuart	827-2661	Yes	10	4-12	No
Durham Chevrolet	Warsaw, MO	Mr. Floyd Durham	438-5133	Yes	10	8-12	Yes
Eckhoff Clothing	Cole Camp, MO	Mr. Raymond Eckhoff	668-4707	Yes	4	9-12	No
Essers	18 S. Jefferson Marshall, MO	Mr. David Esser	886-2107	No	0	7-12	Yes
Estes' 66 Station	Warsaw, MO	Mr. Gary Estes	438-6022	No	0	0	Possibly
Farmer's Bank of Lincoln	Lincoln, MO	Mr. Karl Kroenke	547-3311	Yes	4-5	9-12	Possibly
Farmer's Insurance	1806 W. 11th Sedalia, MO	Mr. Newby	827-0122	Yes	1-5	9-12	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Fire Station	211 S. Kentucky Sedalia, MO	Mr. Jabas	826-8044	Yes	1-15	0	Possibly
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Gambles	2 S. Jefferson Marshall, MO	Mr. Norvelle Brown	886-6823	No	0	7-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Mr. Orval Burd	827-2162	Yes	5	10-12	No
Hallmark	25th & McGee Kansas City, MO	Ms. Rose A. Lightle	274-4667	Yes	20	11-1[illegible]	Yes
Harris & Reid	Farmer's Savings Bank Marshall, MO	Mr. Mike Reid	886-5544	No	0	7-12	Yes
Heinzler Bros. Welding	Marshall, MO	Mr. Frank Heinzler	886-7775	Yes	20-25	7-9	No
Holiday Inn	32nd & Limit Sedalia, MO	Mr. Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibly
Home Lumber	207 E. North Marshall, MO	Mr. Roland Wood	886-3342	No	0	7-12	Yes
Horse Racing	P.O. Box 951 Sedalia, MO	Mr. Anderson	826-7114	Yes	1-10	9-12	Possibly
Howard Construction	1509 N. Ohio Sedalia, MO	Mr. Olen Howard	826-5750	Yes	5-15	8-12	No
Hurtt's Pharmacy	504 W. 16th Sedalia, MO	Mr. Hurtt	826-2872	Yes	1-10	8-12	Possibly
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	Ms. June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibly
IGA	2402 W. Broadway Sedalia, MO	Mr. Ralph Huff	827-1452	Yes	25	K-12	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Mr. Firman Boul	826-4800	Yes	25	7-12	Yes
J & J's	1421 S. Limit Sedalia, MO	Mr. Jack Smith	827-2485	No	0	0	Possibly
Jack Couts' Running Quarter Horses	Mo. State Fair Grounds Sedalia, MO	Ms. Tina Brown	826-1135	Yes	5-10	K-12	No
Jim's Garden Center	1000 W. Main Sedalia, MO	Mr. James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Mr. Ray Thompson Mr. Paul Johnson	827-2326	Yes	15-20	7-12	Yes
KDRO Radio	West Highway 50 Sedalia, MO	Mr. Herb Brandes	826-5005	Yes	15	K-12	Possibly
Keeharts	Marshall, MO	Ms. Alice Alexander	886-5611	No	0	7-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Mr. Bill Cline	826-2500	Yes	15	K-12	Possibly
Kings Court	Marshall, MO	Mr. Bill Coman	886-5444	Yes	15	7-12	No
KMMO-KMFL	Highway 65 North Marshall, MO	Mr. Harold Douglas Mr. Jim Athon Mr. Jack Abdon	886-7422	No	0	7-12	Yes
KMOS TV Station	2100 W. Broadway Sedalia, MO	Mr. Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	North 65 Highway Sedalia, MO	Mr. Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	2800 W. Main Sedalia, MO	Mr. Bob Cook	826-0522	No	0	0	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Mr. Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	Mr. LeRoy Young	826-6762	Yes	20	7-16	No
Lee's Studio	20 S. Jefferson Marshall, MO	Mr. Lee Beardon	886-7313	No	0	7-12	Yes
Lifeguard	2401 W. Second Sedalia, MO	Ms. Diane Cordry	826-7719	No	1-15	8-10	Yes
Lincoln New Era Newspaper	Lincoln, MO	Mr. George Williams	547-3800	Yes	Inquire	Inquire	Possibly
Locker Plant	Hughesville, MO	Mr. Bill Wheeler	826-8630	Yes	10-15	1-12	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge--Pettis County	901 S. Vermont Sedalia, MO	Ms. Hazel Palmer	826-8816	No	0	11-12	Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Mr. Leo Hayob	886-7464	No	0	7-12	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Ms. Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall Police	Arrow Street Marshall, MO	Mr. Gerald Stone	886-7411	Yes	15-20	1-12	Yes
Marshall Public Schools	565 S. Odell Marshall, MO	Dr. John Payne	886-2244	Yes	20-30	7-12	Yes
Martin Lumber	Hughesville, MO	Mr. Con Scott	826-7556	No	0	0	No
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Mr. Bill Stratton	826-5270	Yes	20	7-12	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Ms. Sandra Boul	826-6430	No	0	11-16	Yes
MFA Elevator	Cole Camp, MO	Mr. Ed Schnakenberg	668-3231	Yes	6-8	9-10	Possibly
MFA Grocery	Lincoln, MO	Mr. Joe McKnight	547-3621	No	0	0	Yes
MFA Implement	Lincoln, MO	Mr. Clarence Frisch	547-3318	Yes	4	9-12	No
MFA Insurance	1817 W. Broadway Columbia, MO	Mr. Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Mr. Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri Pacific Railroad	210 N. 13th St. St. Louis, MO	Mr. D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly
Missouri State Bank	917 S. Limit Sedalia, MO	Mr. William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Ms. Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Missouri Valley College	Marshall, MO	Mr. Ed Leslie	886-6924	No	0	9-12	Yes
Model Cleaners	Warsaw, MO	Mr. Richard Kingma	438-5831	Yes	20	K-12	No
Ollison's Garage	2809 E. 12th Sedalia, MO	Mr. Keith Ollison	826-4077	No	0	0	Yes
Otten Truckline	Cole Camp, MO	Mr. Pete Otten	668-3112	No	0	0	Yes
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Ms. Sue Peterson	531-5866	Yes	60	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO	Mr. W. C. Ream	826-8144	Yes	30	4-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Pettis County Ambulance	626 E. Fifth Sedalia, MO	Mr. Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Ms. Phyllis Templeton	668-3750	Yes	6	9-12	No
Pittsburgh Corning	16th & Missouri Pacific Spur Sedalia, MO	Ms. Rita Kenney	826-4660	No	0	0	No
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Post Office	405 E. Fifth Sedalia, MO	Mr. Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Quality Body Shop	501 N. Park Sedalia, MO	Mr. Bill Utz	826-2126	Yes	1-10	8-12	No
Rainbow Radio & TV	Lincoln, MO	Mr. Rainbow	547-3317	Yes	4	9-12	No
Ramada Inn	3501 W. Broadway Sedalia, MO	Mr. Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Reinhart Fajen, Inc.	Warsaw, MO	Ms. Eloise Atkins	438-5111	Yes	8-10	9-12	Possibly
Rest Haven Retirement Home	1800 S. Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly
Rick's Body Shop	R. R. #2 Sedalia, MO	Mr. Rick Geer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing Co.	16th & Lamine Sedalia, MO	Mr. Jim Houchen	826-6600	Yes	15	4-12	Yes

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Rival Manufacturing Co.	Miller's Park Plaza Sedalia, MO	Ms. Nyra Price	827-3860	No	0	0	Yes
Rose & Buckner	72 N. Jefferson Marshall, MO	Mr. Bob Rose	886-2002	Yes	15-20	7-12	Yes
Russell Brothers	Marshall, MO	Mr. Casey Kotowiez	886-7340	No	0	7-12	Yes
Russell Brothers	214 S. Ohio Sedalia, MO	Mr. Bob Johnson	826-5154	Yes	1-10	8-12	No
Scott's Jewelry	East Highway 7 Marshall, MO	Mr. Scott	438-5700	No	0	0	Possibly
Sears	110 W. Third Sedalia, MO	Mr. Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Mr. Larry McRoy	827-1990	Yes	10-15	9-12	Yes
Sedalia Democrat-Capital	700 S. Massachusetts Sedalia, MO	Mr. Don Keller	826-1000	Yes	15	K-16	No
Sedalia Implement Co.	2205 S. Limit Sedalia, MO	Mr. John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia Memorial Airport	East Highway 50 Sedalia, MO	Mr. James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police Department	3rd & Osage Sedalia, MO	Mr. Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	Mr. C. H. Taylor	826-1234	Yes	15	6-9	Possibly
Sheriff's Department	Warsaw, MO	Mr. Bob Breshears	438-5252	No	0	0	No

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Paul Shinn Oil Company	RFD 3 Warsaw, MO	Mr. Paul Shinn	438-5013	No	0	0	No
Sho-Me Stables	State Fair Grounds Sedalia, MO	Ms. Elaine Knight	827-2243	Yes	5-10	K-12	No
Sound Shop	1716 W. Ninth Sedalia, MO	Mr. Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th St. Sedalia, MO	Mr. Bob Johnson	826-9800	Yes	25	K-12	Yes
Sowers' Horses	Callis Stables Sedalia, MO	Ms. Susan Sowers	827-1778	Yes	5-10	8-12	Yes
Stan's TV	P.O. Box 856, Rt. 2 Warsaw, MO	Mr. Stan Johnson	438-6859	No	1	9-10	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Mr. Fred Davis	826-7100	Yes	5-10	9-12	Yes
				Check with Betty Blackwell			
State Fair Riding Academy	Route 3 Sedalia, MO	Ms. Faith Lovell	826-9767	Yes	1-5	8-12	No
T & O Phosphate	Hughesville, MO	Mr. Larry Owen	826-1813	No	0	0	No
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
The Dog House	116 W. 16th Sedalia, MO	Mr. Antoine	827-1941	Yes	1-10	8-12	No
Third National Bank	301 S. Ohio Sedalia, MO	Mr. Bob McDonald	826-0611	Yes	30-40	6-9	Possibly
Town and Country Shoes	201 N. Missouri Sedalia, MO	Mr. Charles Rayl Mr. Ken Grott	826-4490	Yes	Small	K-12	Yes

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Tullis Hall Dairy Co.	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Mr. Ray Arth	886-3033	Yes	25	7-8	Yes
Unitog	Warsaw, MO	Mr. Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Verl's Amoco Service	1801 W. Broadway Sedalia, MO	Mr. Verl Schnepf	827-0040	Yes	1-10	8-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	No	0	0	No
Viebrocks Welding	Cole Camp, MO	Mr. Harold Viebrock	668-3233	Yes			No
Vogue Styles	22 Jefferson Marshall, MO	Mrs. Howell	886-6161	No	0	7-12	Yes
W-K Chevrolet Garage	Cole Camp, MO	Mr. Vern Dean	668-4421	Yes	4-6	9-12	Possibly
Walker Publishing Co.	2016 W. Main Sedalia, MO	Mr. Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Warsaw Auto Supply	Warsaw, MO	Mr. Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Sewing Center	Warsaw, MO	Mr. Jerome Kelly Mr. Donald Prunty	438-6919	Yes	6	8-12	Possibly
Warsaw Veterinary Clinic	Warsaw, MO	Dr. N. V. Roff	438-7333	Yes	8	8-12	Yes
WESCEMO, Inc.	651 E. 14th Sedalia, MO	Mr. Steve Laslo	827-3760	No	0	8-12	Yes
Western Auto	Jefferson & Morgan Marshall, MO	Mr. Gerald Leach	886-6813	No	0	7-12	No
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes

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Williams Press	Cole Camp, MO	Mr. George Williams	668-4418 547-3911	Yes	4-6	9-12	Possibly
Wilson's Company, Inc.	Box 340 Marshall, MO	Mr. Don Nutten	886-5522	Possibly	12	7-12	Possibly
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Yeager's Cycle Sales	3001 S. Limit Sedalia, MO	Mr. Rick Yeager	826-2925	Yes	1-15	8-12	No
Yost Chevrolet	Odell Avenue Marshall, MO	Mr. Ken Yost	886-3348	No	0	7-12	Yes